

OHIO WESLEYAN'S

First Hundred Years

HENRY CLYDE HUBBART

HAYES HOUSE
HERE PRESIDENT
RUTHERFORD B. HAYES
WAS BORN 1822



DR. LAMB'S HOUSE



HAYES-LAMB
DISTILLERY



UNION ST.

OLD TANNERY

BUILT 1808
BECAME THE HAUNTED HOUSE



HERE THE DRUNKEN
SOLDIER FELL AGAINST
A LOCUST TREE THOR
AND DIED

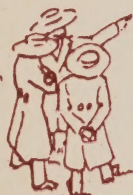


ANOTHER
SPRING



MANSION HOUSE

LATER ELLIOTT HALL
INSPECTED FOR COLLEGE SITE
BY MINISTERS FROM URBANA 1841



TRAPPER



THE OLD

QUITMAN'S ACADEMIC GROVE
HERE JOHN A. QUITMAN CONDUCTED AN OUTDOOR
SCHOOL FOR CHILDREN OF THE VILLAGE 1820



SANDUSKY ST.

GEN'L. HARRISON'S
HEADQUARTERS



A M ST.



THE "RUN"

HENRY ST.

WEBB COTTAGE

HERE LUCY WEBB, WHO
BECAME MRS. RUTHERFORD
B. HAYES, LIVED IN 1844

SULPHUR SPRING
"MEDICINE WATER"

BARBER TAVERN
1807

OLD CEMETERY

TRAIL FROM WORTHINGTON

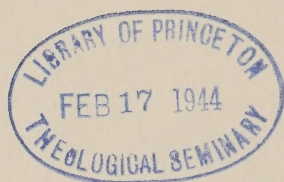
WILDCAT HOLLOW
WHERE SALLIE SAVED BILLY

SOLDIERS' CAMP
WAR OF 1812

OLD COCONERY

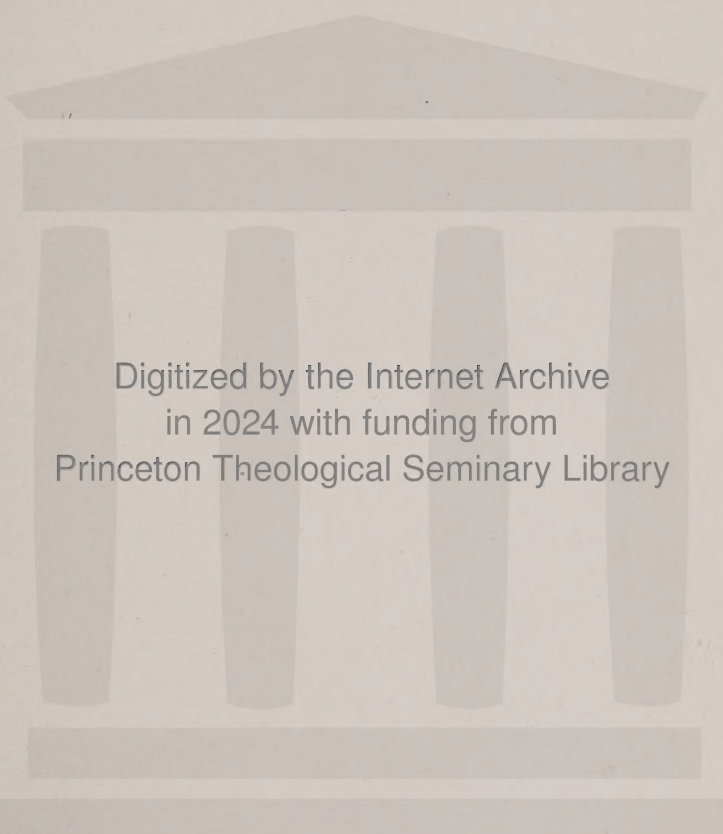
CAMPUS

EUGENE J. HOFFMANN



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OHIO WESLEYAN'S
First Hundred Years



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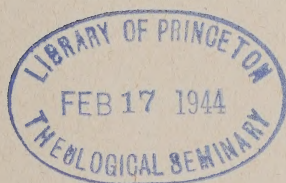
OHIO WESLEYAN'S

First Hundred Years

BY HENRY CLYDE HUBBART

I L L U S T R A T I O N S B Y

JOSEPHINE HUGHES KUN



OHIO WESLEYAN UNIVERSITY
DELAWARE, OHIO

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FOREWORD

*To The Ohio Wesleyan Family,
at Home, in Camp, or at the Front:*

That the book should appear in a time of toil, sweat, blood, and tears was not, of course, a part of the original plan. Coincidence of Centennial year with all-out global warfare, although feared, was not as yet a reality. However, appropriate though it would be for our Centennial history to make its bow in an atmosphere of congratulation and general felicity, it is not unfitting that it appear in a season of stress and strain.

It is hoped that the informal treatment in the book of lighter campus lore and college humor, personal episode, student social life, and old grad reminiscence and sentiment provides a background fabric of liveliness and interest. To be frank, our smiles at Victorian college days and ways are often not unmingled with deep respect and even envy. But our dominant theme being the growth of Ohio Wesleyan as an institution, it is the larger problems of education, and the story of college cultural, social, and spiritual ideals that are our main concerns. The true history of any American college, moreover, is set in the frame of American society and life, and should reflect that life in microcosm. And further still, in its course of study, and its intellectual and spiritual outreach, it touches on and derives inspiration from the great traditions of the world. Although a saga of the locality, it thus sounds a universal note.

Ohio Wesleyan's history has had a significance of an enduring sort, not based on the propagation of any unique plan or edu-

cational panacea. Although the college has not aimed to encourage new ideas "to go on a spree," it has nevertheless had a quite pronounced liberalism which, though never seized upon for exploitative purposes, has helped to keep us well up toward the front of the American college procession. All through the decades its spirit has been quite democratic and personal.

In the midst of our present-day stresses we should derive courage from the fact that our college has time and again been called to endure hardness. Men now in war service may be reminded that on four or five occasions Ohio Wesleyan has taken up arms, at least three times on an all-out basis. And more than once stern seasons of economic strain have been our lot, beginning with the "intolerable sufferings" of the eighteen-forties and coming up to our recent past. Though our assets, especially of the intangible variety, have been great, destiny has contrived to make our college not one of large money endowment, and the disciplinary effects of this fact have seldom if ever been absent.

Always the practical has gone hand in hand with the ideal. The impression that for many decades we had only a rigid classical curriculum is to a large degree misleading. Whatever the changes in curricular emphasis, even with the more "radical" trends of recent decades, personality development and liberal culture have been major objectives. But even so, our academic architecture has contained few ivory tower retreats and our campus life few escapes from reality. Interesting as Delaware, with its peculiar lure and reminiscent charm, has been, to the larger number of alumni the memory of "rare old, fair old college days" has been incidental to the facing of more pertinent life issues. Our practical idealism, in its best form, has always stressed the unrealized possibilities of the college as a challenge and a beckoning goal, rather than glorying in past achievement.

"A college history should be interesting." This obvious truth does not lessen the difficulty of making a history attractive at the same time to alumni still living who graduated in Merrick's presidency, seventy years ago; attractive as well to a score of later student generations with their divergent interests; and interesting to the college freshman of 1942. The curriculum has seen many modifications, to say nothing of the varying panorama of campus

social life. The changes occurring in the most changing of centuries have not made it easy for the author to strike the grand amen chords of unity and interest common to the whole Ohio Wesleyan family.

That the task of writing this book has been undertaken by one who is a nongraduate of the college would be understood if it were known how frequently during the past fifteen years the present writer has urged that Ohio Wesleyan's significant story be tackled, preferably by a qualified alumnus. But years slipped by; the Centennial impended; finally the author took upon himself the long, difficult and precarious, but absorbingly challenging task. (His acknowledgements, made on another page, will show clearly how much, after all, the job has been a co-operative one.)

Such amenities and proprieties as the writer has neglected may be in part explained by the circumstances under which he labored. In view of the very great liability of error common to a work in which hundreds indeed thousands of incidents and personal items must be dealt with, the author makes more than the conventional request for indulgence.

The first twelve chapters tell the narrative story through a hundred years; later chapters deal with various aspects of college activity and campus life. The use of frequent subheads may serve to guide the reader either in continuous reading through the book, or in casual perusal of sketches here and there, as suits his fancy.

H. C. H.

*Delaware, Ohio,
September 15, 1943*

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CHAPTER

1

CAMPUS LEGEND AND FACT

"I HAVE been making some antiquarian researches, and find our campus rather rich in its ancient associations." In 1873, a writer rediscovered and in our first student paper, the *Western Collegian*, retold stories associated with our campus site sixty-five years earlier.

The tract of land on which the main buildings of Ohio Wesleyan now stand was a center of Indian life, a scene of picturesque and legendary pioneer happenings, and, later, of events of local and some national importance—all this decades before it found its true function as a college site. The metamorphoses through which our campus has gone present a remarkable story. Its earliest central point, the sulphur spring (there were in fact several springs) with its surrounding marshland, served for deer and buffalo as a deer lick, a haunt of coolness and rest; Indians prized it, calling it "Medicine Water"; the spring and a pioneer tavern built nearby played an important part as a rendezvous of soldiers in the War of 1812. The trail from Columbus and Worthington north to Sandusky passed by it. And around spring, tavern, and soldiers' camp, themselves surrounded by knoll and vale and thick tangle of shrub, vine and honey locust, pathless, eerie and romantic, a body of legend and myth grew up. Fiction became strangely mingled with fact.

As the transit of civilization moved westward, the village of Delaware arose and was for awhile a lively contender with Columbus and Worthington as a site for the location of the state capital. In the Delaware County Court House may be seen early plots for town lots and streets, made for the proprietors Moses

Byxbe and Henry Baldwin, and picturing "Abraham Street" (later Hill Street and now University Avenue) as cutting through our present campus site. This street with its high elevation was to be the center of the life of the town; on it public buildings and, a few dared to hope, perhaps the capitol of Ohio would be built. Later, between the line of Abraham Street to the south, Sandusky Street to the west and to the east the sulphur spring with its "salubrious and health giving, although odoriferous" waters, there was constructed, in the eighteen-thirties, a western watering place, the Mansion House hotel, with attendant small cottages. In and around this pretentious center, as crude pioneer life gave way, a more refined type of social activity grew up.

But still another cultural experience came to this plot of ground, when western evangelical religion and zeal for learning laid hold of the Mansion House and converted it into a Christian college, naming it Elliott Hall. As President Bashford said later, it was a child of faith. Now the abode of grave churchmen and scholars, of ambitious young men, and later women as well, a new body of tradition and romance grew up, religious, academic, and collegiate, and a hundred years of college life with their marked changes were added to the panorama. The passing of a century and a quarter has imparted to the older campus stories the enchantment that only distance can lend. Viewed across ten decades of college history, they take on a delightful tone of culture contrast, affording a unique setting for the college. And so, before the story of Ohio Wesleyan's first hundred years is essayed, a few of the pioneer campus legends must be retold.

THE BARBER TAVERN

A squatter, Joseph Barber, about the year 1807 built a cabin fronting the trail that led up from Worthington. He placed it just east of the ridge that lies south of the spring some three or four rods inward from the present Henry Street. The first house, double-roomed, with a loft facing east, was built of round logs "chinked and daubed." In the course of time a second structure, two stories high, was built of hewn logs and placed east and west at right angles with the south end of the first building, with a little space between, in which was the well, with its tall, easy

working well-sweep. Nearby were a granary, a barn, a blacksmith shop, a grindstone, and a hewing block. "Here the hog was scalded and dressed, the deer, raccoon and 'possum were skinned, and their skins stretched and dyed or tanned."

Barber's enlarged cabin became a tavern which served as news emporium, market-place, social center, courthouse. The weary horseback traveller who reached it over uncertain trails—there were as yet no roads or stage coaches—found rest here. The rising "settlements" across the run to the north here got news of the outside world. Here Indian and pioneer sold or bartered the early products of the region—deer skins, furs, cranberries, and maple sugar—and here the knapsack pedler displayed his wares; horse trading was carried on, and down the "cherry-bottom road," races were run. Local hunts, huskings, and logging bees were planned and rifle matches held. The tavern bar was the popular meeting place for men from the settlements, who, attracted by its "homely cheer and mild wassail," would cross the stream by a plank somewhere near the site of the present Union Street foot-bridge.

At the tavern, in rough, pioneer fashion, justice was dealt out before the reign of law, and later, in the early stages of county organization, the first local court was held, the grand jury and the petit jury meeting out under the trees. There is on record a case tried: one Valentine Martin was charged with assault and battery upon one Reuben Wait; at the trial Martin pleaded guilty and was fined four dollars and costs. The approximate site of the tavern is now marked by a tablet placed there by the Daughters of the American Revolution.

THE LEGEND OF CAPTAIN SALLIE AND WILDCAT HOLLOW

There was at the tavern a certain Sallie, barmaid, cook, rifle-woman, huntress, pioneer Diana, doer of deeds. She was our first prominent campus female, though far from collegiate; many years lie between this breezy individual and our second prominent maiden, Lucy Webb—about forty years of developing civilization and refinement. Sallie's reputation along culinary lines drew travellers to the tavern and she taught local housewives the finer points of pioneer cooking. Her exploits are the stuff of

which legends are made. A sadly realistic story has it that an innocent doe and her fawn, drinking at a spring, were the victims of Sallie's unerring rifle aim. Can we forgive her for this? Her expert marksmanship and the presence of "Billy, the stable-boy," furnish us with a startling tale and with our first campus romance. While out on a nutting expedition and "still within the confines of the present campus," the legend says, Billy was attacked by a vicious wildcat that sprang on him from a nearby tree. Seizing her rifle and running to his assistance, waiting a chance to shoot the beast without harming her struggling swain,



with calm spirit and true aim, Sallie dispatched the monster and saved the man. Then, "the revulsion of feeling was too much for Sallie's nerves, and she lay on the ground white and faint as any other woman."

The legend says that later this rough couple were "hitched," although it leaves us no details of what may have been a famous pioneer wedding. "Wildcat Hollow" was the name given to the spot where Sallie executed her fabulous rescue of Billy, but we are left in doubt as to its true location. Was it the hollow which is followed by the present campus drive between Merrick and Elliott halls, or could it have been the lower ground over the hill on which the psychology laboratory now stands?

THE LEGEND OF THE TANNERY—THE DEAD SOLDIER
AND THE HAUNTED HOUSE

A group of campus stories comes down to us from the period of the War of 1812. In 1813 the Barber Tavern and the eastern side of our campus became quite an important place. In March of that year, troops under Governor Isaac Shelby of Kentucky were encamped here, this spot being a "point of rendezvous and rest for soldiers going to and returning from the seat of war." Shelby and an aide, John J. Crittenden, famous in the national crisis of 1860-1861 for his "Crittenden Compromise," took quarters in the tavern. General William Henry Harrison, who had a year or two earlier fought his famous battle of Tippecanoe and was now waiting for the weather to clear to go back to the area of war in northwestern Ohio, for a time seems to have had his headquarters in the Byxbe House on William Street.

An old tannery, reputedly built about 1808, was located near the entrance to the campus, just south of the run, about half way up the hill toward the spot where twenty-five years later the Mansion House arose, and where Gray Chapel now stands; tan vats occupied the low ground north of the tannery. Soon after the War of 1812, the structure fell into disuse, becoming a rickety, tumbledown building with its low-lying vats unkempt, rags stuffed in windows, warping shingles and doors slamming loose in the wind—a good place for "hants."

There lay across the trail from the Barber Tavern an old pioneer cemetery, and the soldiers were encamped to the south, our stadium and tennis courts now occupying the space then covered by the burying-ground and camp. To the northwest of the spring across the run, on what is now Union Street, there stood at one time the Hayes-Lamb distillery, and farther north the settlements marked the rising village of Delaware. It is said that at the distillery soldiers from the encampment made resort to fill their canteens and stomachs with strong drink. On the southeast corner of our campus site, in a sunny location, perhaps facing our present Edwards Field, stood another primitive structure, an old silk cocoonery, where "silk worms were cared for by the delicate hands of girls."

Tavern, distillery, tannery and cocoonery—here are structures consistent with pioneer conditions. Sulphur spring, soldiers' camp, cemetery, and the mysterious and romantic tangle of the campus—here is the basis of naive, primitive legend. Add to this, decades of local gossip, originating possibly in the tavern itself, tall tales told by hunters and soldiers, and finally, no doubt, in a later day, pure literary invention by some clever Delaware or Ohio Wesleyan story teller. Only in such a way can we account for these curious blends of fact and legend. When they appeared first in printed form in the *Western Collegian*, they were signed by "H" (presumably Dr. Ralph Hills, a versatile and intelligent local personage). It is beyond our purpose to recount in detail all the legends of the campus, "rich in its ancient associations"; one or two more stories must suffice.

Two soldiers at the distillery had quarreled in their drink and had "drunk friends" again, but crossing the run to the northern edge of the campus, they had quarreled yet again. Blows followed, one soldier throwing the other against a honey locust tree. As he fell sidewise, a sharp thorn of the kind that grows straight out of the trunk of this peculiar tree happened to pierce his ear to his brain; after a few spasms he died. The other soldier, sobered somewhat by this strange occurrence, and fearing that he would be held for murder, hid the dead body in the old vat of the tannery, covering it with lime.

The story leaking out, of course the old tannery became haunted; whether any one ever searched the vat to find the bones of the dead soldier, it is bootless to ask. The place became a fearsome spot; after nightfall the natives refused to walk along the pathway that passed by the tannery to the sulphur spring. "This pathway was a romantic one winding along by the honey locusts, thorn apples, crab apples, wild plums, and occasionally overhung with wild grapes. Yet however enticing its charms, it ceased to be used by anyone after twilight." (The legend derives some credence from the fact that there stand today, on the very spot where the strange accident that resulted in the soldier's death is said to have occurred, huge locust trees with protruding thorns.) How long the taboo of this favorite meeting-place lasted is not revealed.

In another cluster of traditions the future educational prominence of our campus site is foreshadowed. They tell of three "pioneer institutions of learning" in existence many years before our first preparatory school or Academy (1841-1844), which itself preceded the establishment of college work. There was a "Morgan's High School," reputedly held in the "ballroom" on the upper floor of the Barber Tavern; there was also a "Female Seminary," paradoxically coeducational, conducted by a lady principal in a part of the old tannery.

Most peculiar of all, "Quitman's Academic Grove," a strange outdoor academy on the real Greek pattern, was held "on a promontory of high ground," perhaps south of the spot on which Sturges Hall was later built. A young tutor, who was a clerk in the land office in Delaware, would lead his pupils out of the village to this place for open-air instruction and recreation. It is not likely that in this free atmosphere, Caesar and Virgil got much attention, much less the Greek classics. The tutor himself was none other than John A. Quitman, afterwards a general in the Mexican War and Governor of Mississippi. Strange it is to read of these early schools thus anticipating both the classicism and the coeducation of the later Ohio Wesleyan University.

ELLIOTT HALL IN STAFFORDSHIRE CHINA

As more advanced conditions of western life developed, unusual prominence came to this plot of ground in the eighteenth-thirties with the building of the Mansion House, which became Elliott Hall, located at first on the site of our present University Hall. This "sanitarium," "White Sulphur Springs property," "western watering place," as it was variously called, was built in the boom period of President Jackson, to accommodate the stream of tourists and health seekers that the "healthful locality" had already begun to attract. Judge Thomas W. Powell and Columbus W. Kent constructed—Professor Williams says in 1833—what was for that day a fine hotel, investing about \$25,000 in the property. For a while extensive patronage resulted; a cluster of bath houses and frame cottages dotted the rough campus site and the swampy ground around the spring was filled in. In front of the Mansion House, looking toward Sandusky Street,

there were laid out a well-kept lawn and a driveway for carriages; but thickets of small trees, shrubs, and vines still covered much of the tract, the fine grading and graceful slopes of today coming only with a hundred years of improvement.

The Mansion House for some years was the center of social gaiety and sounds of revelry by night. In the basement was a dining room, with the barroom near, and a kitchen with a large brick oven; the first floor contained the office, drawing room, dancing hall, and card room; upstairs, approached by an attractive winding stairway that rose from the basement to the fourth floor, were guest rooms. Arranged for "feasting and dancing rather than for the study of Greek and Latin," this western Saratoga in its short period of prominence saw elegant equipages from southern states drive up before its portal. But, even though the frontier roughness of Barber Tavern days and the mingled privation and intemperance of the earlier soldier life had given way to this assumed elegance and luxury, our campus, like the prodigal son, was still wandering away from home; it had not yet come to itself.

That for some time the Mansion House had a wide reputation, is attested by the fact that the hotel and environs were sketched by a skilful artist, and a picture of the whole was kilned in a China plate by J. and J. Jackson, Churchyard Potteries, Burslem, Staffordshire, England. Whether these plates (now a hundred years or more in age, rare, unique and valuable, in different sizes and borders, and in various colors, light blue, carmine pink, and shaded black and white) were merely the China service of the hotel or were manufactured for sale, we do not know; only a few specimens have been located, one being now in the possession of the college library. The hotel and what appears to be three sulphur springs are given ideal treatment, with a formal paradise garden and an avenue with horse-drawn coaches in front. Old Elliott Hall in Staffordshire China—few if any western colleges can boast any such souvenir of their first building! If the plate were reproduced and obtained by every Ohio Wesleyan family today, it would serve as a memorial and as a unique center of college interest.

The period of prominence of the Mansion House was brief and

illusory. The too ambitious hotel effort had to battle against the primitive state of society in the West, the Panic of 1837, and the consequent loss of southern patronage. It was then that the idea caught the imagination of certain men of using the rather imposing building for other purposes; they planned to turn the "worldly" hotel to the good uses of education and religion; at last the campus was coming to its own.

THE METHODIST EDUCATIONAL RENAISSANCE 1840-1844

The establishment of Ohio Wesleyan University came as a result of an educational renaissance in the Methodist Church about 1840, and of the interest of the town of Delaware in the movement. The college originated "in the liberality and public spirit" of the people of the town, said President Thomson in his inaugural address in 1846.¹

The successful college movement began about 1840 with the heroic efforts of certain groups of vigorous leaders in the North Ohio, the Ohio, and the Kentucky Conferences. The group included Edward Thomson, Charles Elliott, Adam Poe, Joseph M. Trimble, Joseph F. Tomlinson, Leonard B. Gurley, Jacob Young, James B. Finley, Frederick Merrick, and others. These men, some of whom had connections with Augusta College in Kentucky, others with Norwalk Seminary in Norwalk, Ohio, and still others with Ohio University at Athens, were wrestling with the problem of mobilizing Methodist educational interest in Ohio, and of deciding whether a school already established should be developed or whether an entirely new college should be founded.

Augusta College had for nearly twenty years occupied a position of remarkable prominence, with faculties and alumni who were very able men; the record says they were western intellectual and spiritual "giants." But Augusta was destined to decline, the Kentucky Conference becoming divided on the question of

¹ Long before, the semi-legendary pioneer schools already mentioned had dropped out of the picture, but another institution, the Delaware Academy, built about the same time as the Mansion House, for a few years saw a degree of prosperity. It was located on Hill Street near the spot now occupied by St. Paul's Church, and its pupils later blended with those of the College Academy.

supporting it, and some of its strongest professors going to Transylvania University at Lexington. Leaders of Ohio conferences found difficulty in mustering enthusiasm for a school located south of the Ohio River, and finally, the vexing question of slavery was involved. Ohio University had graduated and had on its faculty strong Methodist figures; there developed, indeed, at one time a sentiment of "capturing" it for Methodist purposes! But it showed Presbyterian trends and could hardly be the center of the coming Methodist renaissance, nor could Norwalk, being as it was of seminary rank, unfavorably located, and soon also to face decline.

Augusta, and Norwalk, and for a time Ohio University as well, were to decrease; Ohio Wesleyan was to increase; the orientation was to take the form of a "new experiment," the "central Ohio movement."² In 1840, Edward Thomson, Principal of Norwalk Seminary, said that Ohio needed a Methodist college more than

² Although Augusta and Norwalk were to decline, each, and Ohio as well, was to pass on a heritage to the new college. From Augusta the "Delaware movement" was to inherit three important men: Solomon Howard, an Augusta alumnus, who served first in the Academy on our campus and then as college Professor of Mathematics; Herman M. Johnson, Augusta professor, who was to be Ohio Wesleyan's first Professor of Ancient Languages; and Joseph M. Trimble, Ohio alumnus and Augusta professor, who became a founder of Ohio Wesleyan, a trustee, and later (1871-1891), President of the Board of Trustees. In this remarkable man were united in a peculiar way the bonds of all three schools. Howard himself had a similar triangular connection: Augusta student, Ohio Wesleyan professor, and years later, Ohio University president.

From Norwalk, Ohio Wesleyan was to receive a truly great gift, Edward Thomson, our first president. Later, William L. Harris, student at Norwalk, was to become assistant and professor. Adam Poe, too, had an interest in both Norwalk and Ohio Wesleyan. In 1842, from a professorship in Ohio University the heroic Frederick Merrick resigned to take up a pastorate in Marietta; in 1843 he became financial agent of the new Delaware institution and, in 1845, professor. In 1845, Athens temporarily closed its doors, and Lorenzo Dow McCabe, Athens graduate (1843), and professor (1844), came to Ohio Wesleyan as Professor of Mathematics and Mechanical Philosophy. Augusta, Norwalk, Ohio University—if to this be added Wesleyan University in Connecticut and Woodward College at Cincinnati (Professors Merrick and Johnson having attended the first, and Professor William G. Williams the second)—we have before us the centers of culture from which the first streams of educational and spiritual influence flowed to Delaware.

any state in the union; the opportunity was great. According to Dr. Charles Elliott in the *Western Christian Advocate* of December 3, 1841, "the establishment of a college, or university, of the first order" in central Ohio had for years been a topic of conversation among Methodists. Interest became directed to a focal point in the center of the state—in fact, to the banks of the Olentangy River, and to the sulphur spring tract, an area whose knolls and vales had already harbored crude pioneer schools. And, coincident with the new educational interest came the decline in the value of the Mansion House investment, and the decision of Judge Powell, now sole proprietor, to put the property on the market for sale at a much reduced valuation.

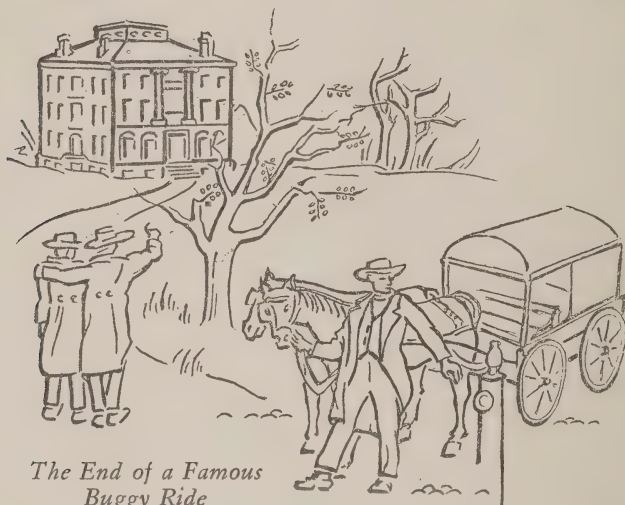
THE WORK OF THE FOUNDERS 1841-1843

When in 1841 it became known that the Mansion House was for sale, there was a man at hand to screw the courage of interested persons to the sticking point and give the name of action to the as yet unorganized college movement. Adam Poe was a descendant of Indian fighters, "stalwart in stature, plain in speech, courageous as a lion, of a practical turn of mind, to whom to think was to act." Pastor of William Street Church (the first of the three churches by that name), he headed a movement to have the citizens of Delaware purchase the property and offer it to the Methodist conferences as the site for a college. When delegations of citizens appeared before the North Ohio Conference at Wooster in early August, 1841, that body acted favorably and sought common action.

The Ohio Conference, meeting at Urbana, appointed three men, Charles Elliott, Joseph M. Trimble, and W. P. Strickland, who by a horse-and-buggy ride that holds a high place in Ohio Wesleyan tradition, came to Delaware to examine the Mansion House and the grounds. As Elliott gazed on the building that was to bear his name, and as all three men examined the campus site, they must have been impressed with its possibilities (although the scene can hardly have been as romantic as that depicted on the Staffordshire plate). "With Irish enthusiasm" Elliott recommended to the conference the acceptance of the property, and all

the while the devoted Adam Poe was at work urging the citizens of Delaware and Methodist leaders to the same effect.

On September 1, 1841, a joint committee on which there served, along with others, Poe and Edward Thomson from the North Ohio, and Jacob Young, James B. Finley, Elliott, and Trimble from the Ohio Conference, met in Delaware and voted to accept the property if the citizens' offer materialized and if proper title could be secured. The subscription lists, circulated a few days later, were signed by 172 citizens. Now preserved in the



*The End of a Famous
Buggy Ride*

college library, the lists are headed by the names of Benjamin Powers and M. L. Griffin. Besides these two, among those who made large pledges were William Little, Ralph Hills, A. A. Welch, Henry Van Deman, T. W. Powell, Milo D. Pettibone, H. Williams, Wilder Joy, and F. C. Welch.

But to raise ten thousand dollars in the small town of Delaware in 1841 was no easy task; the project seems to have had little news value at first. With the effects of the Panic of 1837 still being felt, the amount of money raised was about one thousand dollars short of the desired total. "Certain persons obligated themselves to make up the deficit." One of these was Adam Poe, who went in debt for \$500.00, carrying the loan for years. At last, financially

embarrassed and broken in health, he was relieved of the note by the brethren of the North Ohio Conference. In intelligent action, loyalty and sacrificial spirit no one connected with the founding of Ohio Wesleyan surpassed this large, able and energetic man. We are indebted to Professor Benjamin L. McElroy, whose researches rediscovered Adam Poe and whose plea for appreciation of his services is a fine example of justice long delayed finally coming to its own. More than one informed person has echoed the statement of Bishop D. W. Clark that Poe might almost be considered the founder of Ohio Wesleyan. And yet the campus has no memorial to him.

On most of the conference committees which took over the necessary legal and business details Poe's name is found. He and Trimble were to purchase the Delaware Academy on Hill Street if it could be done on reasonable terms; he was to serve on a committee appointed to apply to the legislature for a charter; he and William S. Morrow were given charge of the Mansion House, with authority to employ a teacher and open a school. In 1841, Captain James D. Cobb, a graduate of West Point and an ex-army officer, was employed as instructor; "he to secure his compensation from the tuition bills," and to be assisted by his son. Thus in 1841, Ohio Wesleyan started on a program of instruction, a step taken partly to meet the demand of the Delaware community that school work of some kind be offered, and partly to provide for the safety of the property. This "mixed school" of boys and girls of elementary grade marked the beginning of our Preparatory Department, which continued until 1916—a remarkably long record.

The next step was all important. A Board of Trustees was incorporated, a charter being secured from the legislature on March 7, 1842, a date now celebrated yearly as Charter Day. The famous Dartmouth College case had opened a wide range of freedom for the establishment of private or denominational schools, and the charter was issued by special legislative act. The document, drafted, it is thought, by Dr. Trimble, along nontechnical, loose construction lines, gave quite wide powers to a board to be composed of twenty-one persons. The democratic spirit of Ohio Wesleyan, and its long and creditable record of freedom of teach-

ing are but a reflection of the broad terms of its charter. The Methodist Conferences, the preamble states, had

determined upon establishing an extensive university or college in this State, to the support of which they are pledged to use their utmost efforts and which university is forever to be conducted on the most liberal principles, accessible to all religious denominations and designed for the benefit of our citizens in general.

Fourteen trustees were laymen and seven were ministers. Two (and at one time five) conferences have served as patrons, with the power of appointing trustees. At first the members of the board served for life; later the term was changed to five years; in time the Alumni Association was given representation, and trustees-at-large were provided for. The charter has been amended several times.³

With the property transfer all but complete legally, with a makeshift school in operation, a charter obtained, and a Board of Trustees given corporate powers—all this by March 7, 1842—the university was well on its way to realization. The Trustees met on October 1, 1842, at Hamilton, organized, and elected Allen Trimble, ex-Governor of Ohio, as its president. It received the Mansion House property. (Already the original proprietors, Henry Baldwin and Moses Byxbe, had donated four acres of land, including the sulphur spring and the portion of the campus surrounding it, to the corporation of the village; certain records seem to indicate that this tract, although remaining the property of the town, came to be held by the college by a lease in perpetuity without rent.)

The board at Hamilton also adopted the name Ohio Wesleyan University for the institution. It resolved "that Dr. Edward Thomson be appointed President, the appointment to be only nominal for the time being." It resolved "that none but professors of religion be employed." It reestablished the Preparatory Department, and elected as principal Professor Solomon Howard

³ In 1890 there were five conferences represented, the Ohio, the North Ohio, the Cincinnati, the Central Ohio, and the West Virginia. In 1942 the board was composed of representatives from the Ohio Conference, from the Northeast Ohio, and from the alumni, together with the trustees-at-large.

(A. B., 1833, and A. M., 1836 Augusta College). A month later, November 1, 1842, this department—or Academy—was opened, again a mixed school. Starting with “four little boys,” it had rapid growth and was augmented a year later by the addition of the pupils of the Delaware Academy who came over as a group with their instructor, Mr. Flavel A. Dickinson, a graduate of Yale. It can thus be seen that the progressive steps taken in 1842 carried “the great experiment” so far along that it is entirely legitimate to maintain that the life of Ohio Wesleyan began in that year, although a program of collegiate studies was not inaugurated until 1844.

The question that was uppermost in 1842 was how to obtain a student body for the opening of collegiate work. The *Olentangy Gazette* began to advertise the school. The year 1843 brought appeals to the church for funds, and plans were adopted for the sale of scholarships. Frederick Merrick and Uriah Heath were chosen as financial agents by the Ohio Conference, and the North Ohio also lent its aid. Merrick and the other agents travelled through Ohio by stage and horseback, selling several hundred tuition scholarships, many, it is true, “on time” and—sad to relate—never paid for, although the student beneficiaries received their instruction. Five years’ tuition could be secured for \$100.00; fifteen for \$200.00; and tuition “in perpetuity” for \$500.00. The sale of these “expensive” scholarships brought \$30,000.00 in cash, subscriptions, and promissory notes bearing interest; in addition, gifts of land amounted to about \$15,000, a certain Jedediah Allen being the principal donor. These financial beginnings were not inauspicious; dark days, however, lay ahead.

As the time for the election of a real college faculty approached, in the autumn of 1844, President Thomson resigned from his nominal office as president to allow a “fresh reorganization of the faculty.” On September 25, 1844, that body was chosen. Thomson was re-elected (at a salary of \$800); Herman M. Johnson was appointed Professor of Ancient Languages (\$600); William G. Williams, Principal of the Preparatory Department (\$400); and Enoch Dial, “assistant teacher” (\$350). Howard was later chosen Professor of Mathematics. Although President

Thomson again postponed taking on active duties, being for the next two years editor of the *Ladies' Repository*, a much read western magazine, published at Cincinnati, Ohio Wesleyan had a faculty and was now ready to begin actual college work.

CHAPTER

2

FIRST DAYS AND FIRST YEARS

NOVEMBER 13, 1844

“IT WAS the beginning, though humble, of a momentous movement, whose influences have been felt around the globe.” From Professor William G. Williams, the author of this fine sentence and one who was present during those opening days, from our first small book of faculty minutes, and from memoirs of various persons, we get the epic story of the first days. Quaint and amusing facts are mingled with stern and stark matters of serious importance, the whole, however, being possessed of a certain heroic quality. The faculty minutes record the first faculty meeting, held at six o'clock in the evening, November 12, 1844. College was to open the following day. There were present President Thomson, Solomon Howard, William G. Williams, Principal of the Academy, and Enoch G. Dial. In addition five members of the Board of Trustees, George B. Arnold, Frederick C. Welch, the faithful Adam Poe, Wilder Joy and John H. Harris were in attendance. The Reverend Mr. Harris offered prayer and Williams served as secretary. Thus the scant record of the first meeting. Eager expectancy no doubt ruled in the minds of the little faculty as to what the next day would bring forth.

Of the conditions in Delaware on that day, November 13, 1844, Principal Williams, fresh from college and just arrived in town to start a career of fifty-seven active years on our campus, says:

Delaware was a little village of twelve hundred inhabitants, away from the lines of travel. There were no railroads in the state and but few good pikes. In bad weather it took the tri-weekly stage a whole day to plough its way hither from Columbus. There were

no paved walks or graveled roadways in town. The university grounds, while not a public common, were often the common pasture of the town, overrun by cows and hogs; the surface was mostly as nature left it: rough, ungraded, brushy and, in the low ground, swampy.

The Mansion House, variously called the old hotel, Elliott Hall, or Old North, for years served in the triple capacity of recitation hall, chapel, and dormitory.

Of the events of this first day, Professor Richard Parsons in his reminiscences tells a story that he obtained from John D. Van Deman (1851). Van Deman, his brother Joseph (1849), and other boys marched over, that cold November day, from Solomon Howard's school, formerly conducted in the Mansion House, but temporarily housed in the old academy on Hill Street. This academy having failed, Howard's school was occupying the building while the Mansion House was being reconditioned in preparation for the opening of college. On that morning, the girls of Howard's school had been told not to come; "the new university was to be a man's school." Howard met his boys with a peremptory: "Boys, my private school is over. It is a thing of the past. Today we march back a University. Fall in line."

As the boys, fifteen in number, filed down the hill from the present site of St. Paul's Church and crossed Sandusky Street to the Mansion House, there were in line the "Case boys" and the Van Demans, John D., the younger, being only twelve years old. The morning was cold and foggy and there were no sidewalks. The file descended the winding steps into the old basement dining room, which served as a chapel. "Besides the pupils of Mr. Howard, a half dozen others had arrived on the Monday coach from Columbus; more were expected on the Wednesday stage.... Young Mr. Williams offered prayer." After this, our first chapel service, classes were organized; more students came and by evening the enrollment had mounted to twenty-nine. Williams himself gives this account of what happened that opening day:

The weather was disagreeable; the day was rainy and chill; and the prospect was not encouraging. Dr. Thomson was present but for a day or two and did not enter upon duty for nearly two years afterward and Professor Johnson was detained from duty until after the winter holidays. Only twenty-nine presented themselves for en-

rollment. The students now were all males, of a maturer age [sic] and more advanced standing, and most of them were from other parts of the state. The faculty were able to organize all the college classes below senior, though the representation in the upper classes was very small. By the end of the year, there were only two juniors, two sophomores, fourteen freshmen, and there were ninety-two in the preparatory and other courses.

At ten o'clock, the faculty minutes record, another meeting was held. A course of study for the Preparatory Department was agreed upon; and that same day, at six o'clock, at another meeting, "By-laws for the Government of Ohio Wesleyan University" were adopted. From these, which were a mixture of routine regulations for the faculty and dormitory rules for students renting rooms in the upper floors of the Mansion House, the following have been chosen:

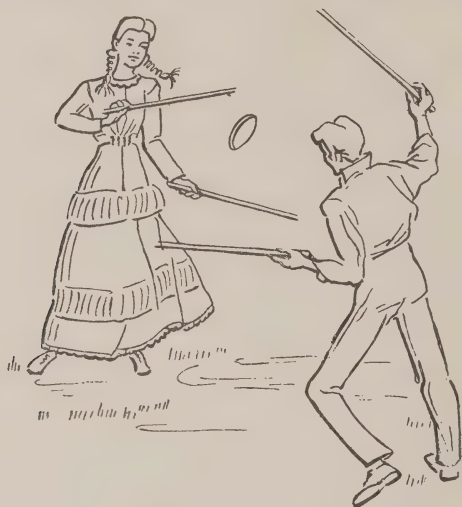
- It shall be the duty of all members of the faculty to attend at the house of the Institution during at least six hours each day and five days and a half in the week.
- It shall be the duty of each professor in his turn to attend to the opening and closing of the building and the ringing of the study bell.
- All improper language and bad conduct are strictly forbidden. Smoking cigars or any other use of tobacco within the building is at all times strictly forbidden.
- Unnecessary damage done by the pupils to the building or property shall be repaired at the expense of the offender, if known; if unknown, at the expense of all the students.
- (A later rule, 1848): Any student who shall spit on the floor of the recitation room shall be marked zero.

On January 6, 1845, "in the interest of better order in the building," it was agreed that prayer be held in the evening, immediately after supper, in one of the recitation rooms. Thus there were two chapels daily. On December 22, 1846, "an accident from fire occurred," and as a result all students occupying rooms belonging to the University were required to "take up the ashes in their stoves or fireplaces only in the morning and the ashes shall be taken immediately to a place designated by the steward."

GODMAN—LUCY WEBB—McFARLAND

A short memoir, "Recollections of Ohio Wesleyan University, 1843-1849," written by William D. Godman, preparatory student

and our first college graduate, class of 1846, and sent to the author by his daughter, Miss Inez A. Godman, is our most rare and precious bit of source material for the early history of the college. He describes preparatory school days a year before the college opened in 1844, rooming, boarding, and attending classes in the old Mansion House. Godman was the youngest of fifty students. A boarding house was kept by a Mr. Raney for all of the faculty and students who were not Delawareans, the table being spread in the basement of the building. "That was a happy family, barring the little criticisms of the diet." To the stiff preparatory work



Playing Grace Hoops with Lucy Webb—1846

in science, mathematics, and Greek and Latin, Godman applied himself so vigorously that he imperilled his health. It startles us to read of a boy of fourteen mastering the following: "Physiology, Natural Philosophy, Algebra, three books of Euclid, four of Cicero's *Orations*, three books of Livy, Sallust, Virgil's *Bucolics*, four books of Homer's *Iliad*, and Xenophon's *Anabasis*." "My study was in earnest; I proposed to learn and did so." Apparently this boy wonder covered all these courses in one year.

Describing his later college experiences, Godman tells of his acquaintance with "Tutor Williams, a young man." To him Professor McCabe, who came in 1845 as the new Professor of

Mathematics, was "a rare specimen of manly beauty, the most popular professor in the early history of the university." We catch our first, fleeting glimpse of Lucy Webb, our first "co-ed." The Webbs lived in one of the campus cottages, located southeast of the present site of Merrick Hall.

Mrs. Webb's children were Joseph, James and Lucy. The last named was a universal favorite, and fortunate was the youth who was permitted to play catch ball or grace hoops with her. She later became the wife of Rutherford B. Hayes and for four years presided at the White House in Washington.

Godman plunged into the classical course; he covered the work in two years, 1844-1846, and did more than was required.

My studies were, in mathematics: Descriptive Geometry and Surveying; in Greek: Homer's *Odyssey*, Plato's *Apology* and Thucydides' *Peloponnesian War*; in Latin: Horace's *Odes* and *Ars Poetica*. I was examined and passed in Plato's *Phaedrus*, *Phaedo*, *Crito* and *Laws*; one or two plays each by the great Greek tragedians, Aeschylus, Sophocles, and Euripides, two of Demosthenes' *Orations*, and Xenophon's *Memorabilia of Socrates*. In Latin, I read more of Horace, Cicero's *De Amicitia*, *De Senectute*, and *De Officiis*; in mathematics I covered Analytical Geometry and Differential and Integral Calculus.

Such achievement our non-classical minds of today can contemplate only with a certain childlike wonder. In science Godman studied the approved textbooks of that day in astronomy, geology, physics, and chemistry. Ever more insatiable, he mastered Whately's *Logic*, *Rhetoric* and *Elementary Criticism*, Abercrombie and Upham's *Mental Philosophy* and Wayland's *Political Economy*. He was permitted "to petition out" of Analytical Mechanics and take German! And having done all this, he graduated at seventeen!

Godman received his degree in 1846, the only graduate that year. Of this, our first commencement, he writes:

I was graduated A.B., July 12, 1846, and the theme of my baccalaureate address was "Physical Education." I was but a shadow and a farcical example of the practical rules I laid down. I took occasion to say that if the faculty expected students to be careful of health, they should set them a forceful and illustrative example. Tutor Williams, afterward professor, a young man, overtook me on the way to my room (we both roomed in the old hotel afterward known as Elliott Hall) and said, "I suppose you meant to give me a rap?" I answered: "Please put on the shoe if it fits."

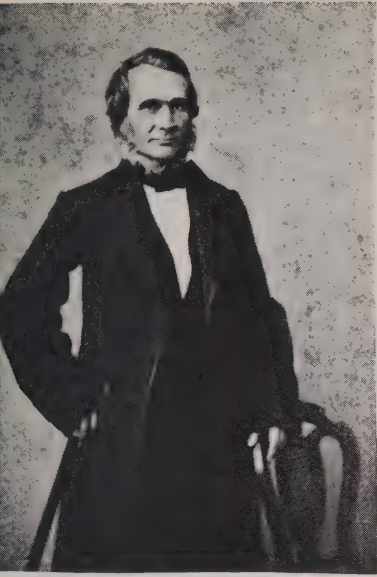
We are not at all surprised to read that this student marvel served for some time as a professor in his alma mater and also in Northwestern University, and that he later became a college president (Baldwin University, now Baldwin-Wallace). For about twenty years he spent himself in educational work among the Negroes in the South, being in charge of New Orleans University and later of Gilbert Seminary.

On August 5, 1846, in the old William Street Church, President Thomson delivered his inaugural address. "We are in the wilderness, our footsteps are over the fresh graves of barbarians and the echoes of the warwhoop have scarce died away." The college, he said, was a product of the liberality of the people of Delaware, and the large number of Methodists in Ohio, about 150,000, held out promise of good patronage. It was fortunate that Ohio Wesleyan was founded in a community divided in religious and political opinions; "the friction of a mixed society prevents dogmatism and develops energy." Pointing out the national evils of the day that the college should combat, he said, "The spirit of the college is the spirit of liberty. Let demagogues and despots oppose colleges; the patriot and statesman will rally to their support."

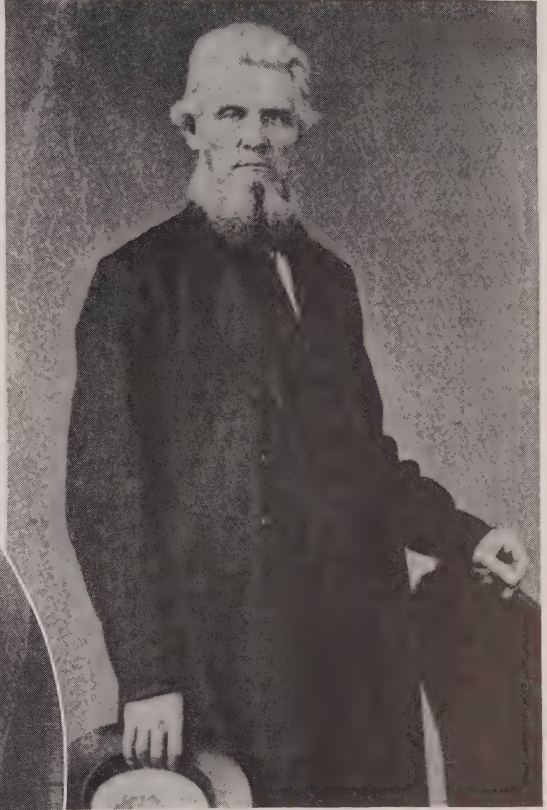
Our second graduate, Robert White McFarland (1847) was also a prominent figure. He became successively Professor of Mathematics in Miami University, Lieutenant-Colonel in the Civil War (the 86th Ohio Infantry), Professor of Mathematics and Civil Engineering in Ohio State University, and President of Miami. When we remember that our first two alumni became college presidents, as did also three of the four professors under whom they sat, Howard at Ohio University, Johnson at Dickinson College and Merrick at Ohio Wesleyan, we can but conclude that among students and faculty in those early years there were men of broad calibre.

Eight men in the small student body of 1844 were to become officers in the Civil War, six of these captains and two colonels, and the number of professors, lawyers, doctors, editors and engineers who emerged will surprise anyone who today peruses the alumni record for those years. Prospective Methodist ministers were in a decided minority; with twenty-seven men in our first five graduating classes, only four entered the Christian ministry, and

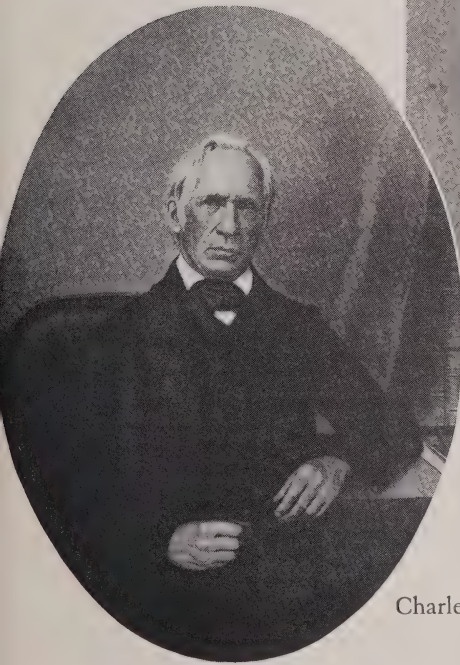
Three of Our Founders



Edward Thomson,
First President, 1842-1860



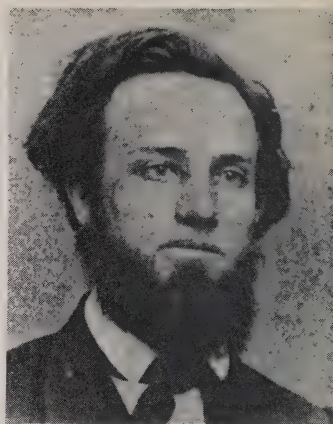
Adam Poe, Pastor William Street Church,
raised money to purchase the Mansion
House



Charles Elliott made the persuasive speech that
brought the college to Delaware



The Mansion House
in Staffordshire China,
before 1841



William D. Godman
First Graduate, 1846



A party from Zanesville
visits the Sulphur
Spring in 1847

one of these became a professor and college president. The days of emphasis on training for the ministry came later.

STUDENT LIFE 1844-1860

Bold and graphic, although few in number, are the details about campus life in that early day. Students occupied the third floor of Elliott Hall, eating at the "steward's table" in the basement or, one account says, in a two-story wing to the south (which is shown in one of the first pictures of Elliott, found in Henry Howe's *Historical Collections of Ohio*, published in 1847). In 1848 this ramshackle annex was removed to a location near the spring; here, for some time let out to students, it finally caught fire and was burned down. In the fifties, Morris Hall, a brick building, was built on the eastern edge of the campus; it became our second dormitory and, later, a care-taker's home. The bell, used by the early Academy and for several years by the college and rung by a colored janitor for change of classes and daily prayers, has been preserved through the hundred years by the family of Nicholas Jones, great-grandfather of Wyford Jones (1934). It was recently presented by Wyford to the college.

Students living in the village had to supply their own coal or wood, and keep their own heating stoves and oil lamps burning. The following extracts from early catalogues reveal the simplicity and austerity of those days:

Boarding in private families, \$1.25 or \$1.50 per week; many students board themselves at from 30 to 50 cents a week; incidental expenses, 25 cents per quarter; room rent, \$4.00 per year; washing, 50 cents a dozen.

Our college tradition has nothing more charming than the following naive statement, for many years printed in the catalogue:

Parents and guardians are earnestly advised that young men at college have very little need of pocket money; and in all cases it is safer that their funds be intrusted to one of the professors, whose discretion may regulate their expenditures.

The practice of rooming in town was approved; it kept "the students under family influences and [brought] the citizens into kind relations with the institution."

Many of the "prep" students were very young, and the rules

were quite patriarchal. Many of the older men, however, fresh from stern frontier conditions, were quite mature, self-reliant and independent. Although there was no athletics, for recreation in fall and winter the students went hunting and skating on the Olentangy River. We read also of "base ball" and cricket as well. Venturesome students, one account attests, were accustomed to swim naked in the river near the campus at the point where the railroad bridge now stands. "The banks were screened with trees and shrubbery; and there was no danger of being seen or interrupted in their sport by passersby, so sparsely settled was the country immediately surrounding South Delaware."

IMPROPRIETY AND DISORDER

The students, it was said, were "orderly, studious, and their deportment respectful to all." Only occasionally were there "manifestations of youthful indiscretion"; there was a "marked sense of propriety and right." Indeed, a large majority of the forty or fifty students of college rank in the early years must have been, like Godman and McFarland, serious and well ordered.

But to read in the faculty minutes, two months after college opened, that a certain student, J.F.C., threw a washstand from the third floor of Elliott, down the old circular stairway, and later refused to make a public acknowledgement in chapel—introduces us to the important question of student discipline. There were in college at that time many rough western youths. The frontier environment, the prevalent western habit of drinking, and the near presence of breweries and distilleries could not fail to be reflected in the conduct of some of the boys. For these Ohio Wesleyan proved to be, very properly, a disciplining and civilizing agency.

Whatever the explanation, the faculty minutes reveal several cases of "impropriety and disorder," of fighting, drinking of ale and beer, and even of intoxication, followed by earnest attempts at reform on the part of the professors or by reprimands and punishment in the form of probation, suspension, "dismission," or expulsion, care being exercised in all cases to keep closely in touch with the boy's parents. The culprit who threw the washstand downstairs was suspended for two weeks. A month after

this, one boy, who had been "highly intoxicated," was taken home by his father. Another, who had a "high standing as a gentleman and scholar," had been drunk, "but in view of his record, a confession of deep regret on his part and a statement that he was highly resolved to abstain from the use of ardent spirits and that he would give his word of honor in pledge," was given only a slight reprimand. (He became later a college professor and a minister of the gospel.) Another had been at a "ten-pin alley," had been out serenading, "had drunk intoxicating liquors at the Griswold House," but he pledged to obey the rules thereafter. Another had been at the ten-pin alley. One confessed that he "drew a penknife in anger upon a person visiting the spring a few days since, threatening to stab him with it"; he had also visited a "nine-pin alley"!

The story of the perpetration of a distinctly collegiate prank comes to us from that period. One day the townspeople saw a wagon loaded with wood standing atop Elliott Hall. Finding the loaded vehicle in the street, the student pranksters had torn it down, carried wagon and wood piece by piece up the winding stairs and reassembled it. The milder instances of infraction of rules were dealt with by private admonition from President Thomson, after he took up active work. It was the practice of the faculty to bring certain offenders before it for open confession and pledge; this, together with the periodic survey of the student's scholastic record by the whole faculty, constituted a system of very close scrutiny of the young man's conduct and life, a system quite consistent with general educational ideals in that day.

"TRULY OUR SUFFERINGS ARE INTOLERABLE"

Letters preserved in the library give additional vivid detail regarding campus conditions. One, written in December, 1846, by President Thomson to "Rev. Frederick Merrick, Medical College, Columbus" (the latter was doing part-time teaching at that institution) indicates the need of Merrick's services in Delaware, describes a revival meeting, and suggests an early stage in the formation of the Ohio College Association.

Our revival is still in progress. About forty have been added to the church, most of them students. . . . There is less excitement and more

seriousness than in any similar work I have witnessed. In addition to hearing my classes I have been able to visit and converse with three or four students every day. . . . I look forward with anxiety to the period when we shall see you in your chair again. We suffer from being short-manned. We have favorable responses to our circular from Oberlin, Marietta, Wittenberg, Miami University, and Granville, and I have fixed the last day of December for our meeting.

The second letter, dated November 26, 1846, is one from Williams to Merrick, who was on a money-raising trip to Cincinnati. Finances were proving to be a very serious problem. In spite of the great opportunity the college faced, the very first years brought neither a sufficient number of students of college rank nor adequate financial support. While Ohio Wesleyan did not suffer the long periods of extreme suffering and small enrollment, and the closing of doors that were features of the first years of many American colleges, nevertheless for a time in the forties there was great privation and uncertainty as to the outcome, as Williams' letter shows:

Today is Thanksgiving. I am glad you reached Cincinnati. I hope for the reputation of the Queen City you will not return empty handed. Really, Professor, it is a shame for our church to let men at this institution (I do not speak for myself) suffer as I know they suffer. To support six men and four families, I have received about 250 dollars since last July, and I think not more has been received from other sources. Dr. Thomson said some weeks since, *his* expenses since that time had exceeded 400 dollars and I know he has received about 80. Truly our sufferings are intolerable.

In July, 1847, the faculty requested President Thomson to ask the Board of Trustees to pay up back salaries. Only two or three hundred of the "expensive" scholarships had been sold and most of these were on time. In case after case the tuition available had been received with the scholarship itself not paid for. The "English Department" (a sort of grammar school) and the Preparatory Department boasted fair enrollments but the college proper was languishing. A statement by President Thomson in the *Western Christian Advocate*, in 1849, showed that even the interest on the scholarship notes was not being paid. ["It] never will be paid; . . . meanwhile, dear reader, pray for us." Ohio Wesleyan, five years after the inauguration of college work, was facing a crisis; "on the borders of inanition" is Williams' telling

phrase. Many were ready to give up. But Thomson, Merrick, McCabe, Williams and Johnson, all able and ambitious young men, stood by the institution in those trying years and certain friends also offered financial help. Mention should be made of Reverend John Quigley, an important Delaware figure in the early fifties, minister of St. Paul's, presiding elder, and liberal patron of the college. "He fairly thundered the Gospel into the hearts of the students of Ohio Wesleyan," converting several leaders and prompting them to lives of outstanding usefulness. He was the grandfather of Mrs. E. G. Windecker of the present Board of Trustees.

CHEAP SCHOLARSHIPS AND ENROLLMENT BOOM 1849-1854

To meet this serious crisis Professor Herman M. Johnson in 1849 came forward with his system of cheap scholarships, a desperate remedy for a desperate case. The scholarships were to be paid in full before they were used. Students, it was thought, would come in large numbers, but the sale would be so great that many scholarships paid for would not be immediately used. Reluctantly, the trustees accepted the plan. Tuition for three years was to cost only \$15; for four years, \$20; for six years, \$25; for eight years, \$30. The system had decided defects, and the future college was to suffer from this cheapness, but the immediate response was very encouraging. At about that same time, a two-year "scientific course" was introduced, "to give a better system and completeness to the studies of those who cannot take the full course." Requiring no Greek, only high school or academy Latin, and in fact comparatively little science, it immediately jumped to the highest enrollment of any department, having a total of 123 (1849-50), and in succeeding years attracting hundreds. Although students completing it received only a certificate and no degree, the provision of this course was a striking example of curricular adjustment to student need, and to existing educational conditions in the West.

The agents had very great success in selling the scholarships and in a few years nearly four thousand were disposed of. The cheap scholarships together with the attractions of the new scientific course and President Thomson's lectures and sermons proved

to be great drawing cards. Wealthy men bought the scholarships with the idea of helping poor boys through college, and struggling pioneer parents thought them a godsend, making possible for their sons the education that they themselves had been denied. The fact remains, however, that the college all but mortgaged its future by promising, at these low rates, tuition for five hundred students for fifty years! "Tuition practically free" was an advertisement later printed on the college stationery!

Bad finance or not, the system brought students to Ohio Wesleyan by the hundreds. The next five years (1849-1854) saw the most rapid proportional increase in attendance in our whole history—from 254 to 594, most of this increase coming the very first year the plan was in force. It was an enrollment boom that paralleled the national economic prosperity of the period of President Franklin Pierce, with its railroad building, western expansion, and immigration increase. The town of Delaware was at this time connected by railroad with the outside world. The increased enrollment made necessary our first great building program and Thomson Chapel and Sturges Library were soon built. The Panic of 1857, although it brought disastrous results nationally, seems not to have seriously affected the campus.

But the collegiate department, while growing perceptibly, was still small, its increase during the five years being only from 38 to 58. With such a small body of classical students in a total of 594 (in 1854), it is clear that "the college" was but a small part of the total campus aggregation. It was, in fact, the preparatory and scientific students, and within these two departments the freshman group or the junior section that composed the overwhelmingly large numbers. The Preparatory Department grew from 84 in 1849 to 125 in 1854; one year (1850-1851), it had 203 students, its junior section numbering 180. And the Scientific Department, with no college language requirement, had a very large enrollment, drawing 123 students in 1849 and 368 in 1853. The three-year "Biblical Course" attracted only a few.

The Preparatory Department and the scientific course were early forms of the junior college idea. They introduced hundreds of students to college life and to the amenities of culture and religion, and not a small portion of these later shifted to the

classical course. (A part of the preparatory work was really of college grade.) The curriculum was indeed quite varied and adapted to student need. Professors trained in the rigors of the classics and higher mathematics taught hundreds of preparatory and non-classical students. Later, in 1877, when the colleges were united, there came the "ladies' course" and work in art and music. The theory that Ohio Wesleyan had a rigid, purely classical curriculum is in large degree misleading. And the language professors, as is so often the case with such men, had a broad humanistic outlook, and were interested in political and social problems.

THOMSON CHAPEL AND STURGES LIBRARY

The great influx of students in the early fifties made more chapel space and recitation rooms a dire necessity. In William Street Church, to which the chapel service had been transferred, having outgrown the old basement in Elliott, occurred the well-known scene that inaugurated the movement to build a real college chapel. Professor Williams tells it thus:

One day, President Thomson read at these services, for the morning lesson, the first chapter of Haggai, "Is the time not come, the time that the Lord's house should be built?" As he read, his heart was touched and a few minutes later he came, deeply moved, to Professor Merrick, with a written proposition to sell his modest home in Cincinnati, worth a thousand dollars, and give it all to aid in erecting a suitable chapel for the university. It was a word that burned like fire, a trumpet call to duty.

On July 26, 1851, the corner-stone was laid, and building operations covered the next two years. The faculty minutes show that "the two eastern cottages" on the campus were vacated for the use of the carpenters. Difficulty being experienced "in the agency" in the collection of building funds, it was resolved "that after the chapel building is enclosed, we will cease to expend anything unless funds for that purpose are collected." In the crisis, appeal was made to Frederick Merrick. "Since we know of no man from whom we can expect so much as Professor Merrick, we most respectfully solicit his services in the agency instead of in his professorial chair during the ensuing months."

Turning his classes over to Thomson, McCabe and Williams,

this saint and money-raiser again took the field and in a few weeks, according to Williams, "with his old skill as an agent brought sixteen thousand dollars back for the new chapel." The new building possessed an architectural distinction that perhaps none of our other buildings has boasted. On the second floor was the chapel, a large audience room with a seating capacity of six hundred; recitation rooms occupied the first floor and a chemical lecture hall and laboratory the basement. At the 1853 commencement the building was dedicated; it was named not Haggai Chapel, as the devoted president had hoped, but in honor of Thomson himself. Strangely enough, however, in a few years, the chapel proper came to be used to house the museum of natural history, and other rooms had to suffice for the daily religious service.

When, in 1853, Mr. William Sturges offered approximately \$7,000 to equip a library with books on condition that a building be raised by subscription, Professor Merrick again assumed the burden and in a short time collected \$15,000. Then came President Thomson's European trip and his selection of three thousand books, such being the small but auspicious beginning of what has become one of the best college libraries in the United States. The Sturges Library building (Morris Cadwallader, architect) was of brick, in modified Greek, in rather close imitation of Elliott. Elliott Hall of oak and walnut, Thomson Chapel of stone, and Sturges of brick—in spite of this variety, the three presented to the beholder for thirty-five years, a unity, a dignified "Doric front" that was quite impressive. As is recounted on another page, in the nineties this unity was broken; Elliott was moved, University Hall taking its place, and Thomson Chapel was torn down. It is regrettable that we have no memorial to Adam Poe, important founder that he was; it is equally regrettable that we have none to President Thomson himself.

EDWARD THOMSON

We turn now to a more personal picture of the man who was president during the period of origins, during the gloom of the forties and the boom of the fifties, nominally from 1842 to 1846 (actively 1846-1860). Presiding genius rather than administrator, eloquent pulpit voice, man of culture and belleslettres, editor,

writer of essays and world traveller, Thomson was a man of distinction, a worthy first president indeed. Around the facts of his life, which his son Edward (1869) put in biographical form, a body of tradition has grown; around the head of this very early figure in our history, a halo of romance has gathered.

Born at Portsea, near Portsmouth, England, in 1810, as a boy of five he gazed upon the conqueror-captive Napoleon Bonaparte as he stood on the deck of the British man-of-war *Bellerophon* awaiting the parliamentary sentence of exile. The family came to America in 1819 and the father set up as a druggist in Wooster, Ohio. There followed for the boy a good academic education under select teachers, and then at nineteen a term of medical training in Philadelphia, and a short period of practice. There was a season of religious doubt, and then a conversion, followed by a decision to join the Methodists, "because they made a business of religion," a baptism in Killbuck Creek, and an entrance into the ministry.

The young Methodist preacher rapidly rose to prominence in pulpits in the Norwalk, Ohio, circuit, at Sandusky, at Cincinnati, and at Detroit, gaining a reputation as a powerful pulpit orator, a "young American Chrysostom, the spell of whose preaching veritably lifted his hearers out of their seats." At Cincinnati he renewed his interest in medicine, attending lectures at the college of which the celebrated Dr. Daniel Drake was dean, and later receiving the M.D. degree. (Few of the Ohio Wesleyan family realize that Thomson and our second president, Merrick, as well, both had a scientific interest and both received the medical degree.) In 1838 Thomson became Principal of Norwalk Seminary and, as has been shown, he played an active part in the educational movement that resulted in the establishment of Ohio Wesleyan, becoming its nominal president at the early age of thirty-two. His editorship of the *Ladies' Repository*, Cincinnati, intervened before he took up active work and established his home in Delaware.

An interesting picture now rises before us of the Thomsons living in the "Powell house" on the college grounds, not a great distance from the campus cottage of their good neighbors, the Webbs, and of Lucy Webb helping the president's wife with the

children in time of illness. Mrs. Cornelia Powell Spencer, granddaughter of both President Thomson and Thomas W. Powell, builder of the Mansion House, tells us the story of Thomson's residence on the campus, adding that he later moved to a brick house still standing on University Avenue not far from St. Paul's Church. In his home life, Thomson experienced simple family joys and deep tragedy. A son, Paul M. (1890), now retired from business, is living in Columbus, Ohio.

A small man, but "erect and elegant in carriage," with a fine head and carrying an ivory-headed cane and gloves, Thomson was an impressive figure. To his English inheritance of culture, he added the deep religious spirit of Ohio Methodism. He started the Sabbath lecture on its long career of importance; "there was perhaps no such cultivated an auditory in the state of Ohio," was said of his congregations in old Thomson Chapel. From all accounts these sermon-lectures were remarkable; as a corrective for too flowing eloquence Thomson had his scientific background and an interest in literature and philosophy. And a social interest also; a firm anti-slavery man, along with Merrick and others, he helped to give the campus a certain abolitionist tinge; our college, however, did not equal Oberlin in the championship of reform along these lines. "I will not obey the fugitive slave law, but will suffer the extreme penalty in case of need"—this bold statement of Thomson's reminds us of Ralph Waldo Emerson's words of defiance to the same law: "By God, I will not obey it." As representative of the high level of democratic political idealism regnant on our campus in Thomson's day, there is preserved in the library a formal address of greeting prepared for Louis Kossuth, when in 1852 that great Hungarian democrat passed through Delaware. (Tradition says that Kossuth also performed the ritual of drinking from the sulphur spring.)

Before the end of his presidency Thomson had written two series of essays and a third book called *Letters from Europe*; later, after a world tour as a bishop, he wrote *Our Oriental Missions*. Professor McElroy says that as a boy the reading of Thomson's essays gave him a strange thrill. The versatility of our first president is shown by the fact that after his resignation in 1860, he became editor of the *Christian Advocate* and then a bishop.

He had great powers of concentration and a habit of utter absorption that helps to explain the numerous stories of his absentmindedness, some of which are no doubt apocryphal. Rather than one of these, we choose a true story representative of his mysticism—that of a poem he composed while in a dream. Ill and attended by student watchers, the sleeping president was visited by angels who chided mankind for its weakness and sin. Still dreaming, he cast his reply in the form of a poem, which upon awakening he remembered as follows:

*I, too, am angel made,
And round my head a sphere is laid,
Which is not less than Heaven.*

This man, conscientious, poetic, mystical, and of great purity and transparency of life, died suddenly in 1870 and was buried in Oak Grove Cemetery, in the plot which later received the remains of Merrick, McCabe, Williams, and Whitlock, and which might well be called the professors' or presidents' corner. The old Scottish cemetery keeper of a generation ago said to Professor Walker, "President Thomson must have been a very great man; there are so many distinguished looking men coming here and asking to be directed to his grave."

CHAPTER

3

CAMPUS AND BATTLEFIELD

THE story of Ohio Wesleyan in the Civil War is all but lost in the dimness of the past; to rescue it from oblivion has been a necessary but difficult task. How stirring an episode it was in the lives of hundreds of students, and how turbulent a period of campus life, these stand revealed only as a result of extensive research. Men from practically every class from 1847 to 1881 seem to have served in the forces of the Union (the records that we have indicate that not more than one or two students fought in the ranks of the Confederacy). The classes from 1858 to 1862 furnished many soldiers and the end of the war brought large numbers to college who had seen service at the front. Julia Bundy Foraker (1868) in her autobiography, *I Would Live It Again*, says:

The year I entered this remarkable institution (the Female College) Joseph Benson Foraker, back to books after the Civil War, appeared at the "university" in the same town. That class was full of captains, majors and colonels.

The seniors of 1868 were known as the "soldiers' class." There were enough officers in our student body, it was said, to man a regiment and students with amputated arms and legs were a common sight on the campus. The "Red, White and Blue Association," formed in 1865 "to perpetuate the feeling of brotherhood among veteran soldiers," consisted of seventy members, including two adjutants, eight captains and six lieutenants.

That, important as was our campus and battlefield record, so little has been written about it is a surprising fact, a curious and not altogether creditable commentary on Ohio Wesleyan's inter-

est in its own past. No consistent effort to construct a Civil War story was made until Charles E. Brown (1941), honor student in history, and now a lieutenant of artillery in the second World War, undertook to search out the widely scattered and fragmentary items dealing with the subject. We had no student paper until 1867; faculty and trustee minutes afford us but meagre detail and our alumni veterans have all passed away—the last, John B. Schwin (1869), died in 1942. An alumni list prepared by Professor Nelson helps, as do also various regimental histories written by our graduates. A Lieutenant A. P. Collins (1860) was captured and tried for his life by a Confederate court but lived to tell the tale in a book entitled *Beyond the Lines*, or a *Yankee Prisoner Loose in Dixie*.

Our list of known soldiers in the Civil War numbers 220, but Ohio Wesleyan's total in the conflict—men who were students at some time and went to college either before or after their service at the front—has been estimated at about 300. There were approximately fifteen who were generals or colonels, conspicuous among these being Major General Thomas Heath (ex 1857), Brevet Brigadier General J. S. Jones (ex 1857, M.A. 1873), and Lieutenant Colonels R. W. McFarland (1847) and W. R. Warnoch (1861). It is thought that there were about four majors, and twenty captains, and the number of lieutenants and chaplains must have been large. The distribution of regiments in which our students served was wide, as were also the campaigns and battles in which they fought. Men who at one time or another attended college in Delaware served in eighty Ohio regiments, infantry, cavalry or artillery, and in twenty regiments from other states, principally Illinois, Indiana, Iowa and Kentucky. Fifteen men was the largest in any one unit—the 145th Ohio Volunteer Infantry; the next was ten—the 4th Ohio.

In 1894, at the semi-Centennial, James M. DeCamp (1867) said in memory of our men in the Civil War:

Our university speaks from the graves of the Union soldier, where on southern battlefields Clason, Buchwalter, Andrews and others offered up their scholarly lives that the Union might live.

Under McClellan, Ohio Wesleyan men fought in the Peninsula; under Burnside, Hooker, Meade, and Grant, they served at bloody

Fredericksburg, at Chancellorsville, at Gettysburg and in the later Virginia campaigns. In all parts of the South they fought, bled and died. With Grant at Shiloh and Corinth; with Rosecrans, a Delaware County native, at Murfreesboro and Chickamauga; with Hooker and Thomas at Lookout Mountain and Missionary Ridge; with Sherman at Kenesaw Mountain, Atlanta, and the March to the Sea—such is the record. In 1864, in the 145th, a regiment raised as “one hundred days men,” fifteen students with Professor William G. Williams as chaplain, did guard duty around Washington.

Our meagre data indicate certain other high points regarding service in the army. Local alumni took the lead in recruiting and officering companies and regiments, among them Joseph H. Van Deman (1849), John D. Van Deman (1851), J. S. Jones, and Joseph W. Lindsey (1858). Edwin A. Parrott (1849) was commissioned Colonel of the 1st Ohio Volunteer Infantry. The Delaware *Gazette* of May 10, 1861, shows how the students on the campus were early stirred to action:

Among the companies drilling in this county . . . is one composed of students of Ohio Wesleyan University, numbering about eighty members, which is showing a rapid progress in military tactics and promises to make a model company.

This group, however, did not, it seems, go to war as a unit.

William Kepler (1868) in his invaluable history of the 4th Ohio, tells how that regiment with its Delaware Guards (Company C), and its Olentangy Guards (Company I), both of which contained Ohio Wesleyan students, within a few weeks after Lincoln's call for troops marched through the streets of the town to war. In his first-hand account of Fredericksburg, Kepler says, “Wounded fell upon wounded; the dead upon the dead; it is a baptism of fire and blood”—thus he supports the famous words of General Robert E. Lee as he viewed the battle, “It is well that war is so terrible, or we would grow too fond of it.” At Fredericksburg Captain J. S. Jones, serving as major, was in the thick of the fight; this Delaware citizen, devoted friend of the college, father of Berne Jones (1889), also served at Gettysburg and later under Sherman; he was “brevetted Brigadier General for gallant and meritorious conduct.”

We read that a certain Daniel Gates Strong (1869), Chaplain of the 4th Ohio, founded a temperance society in the regiment and succeeded in getting ninety-seven men to sign the pledge against using intoxicants. Charles Cardwell McCabe (1860), nephew of the professor, and Chaplain of the 122nd O.V.I., was reported in the *Delaware Gazette* of June 24, 1863, as having been taken prisoner. Later released, he served the college as financial agent, became famous as the "singing chaplain" and as a lecturer on his experiences in Libby Prison, besides being elected a Methodist bishop. Smith Stimmel (1869), before his term in college, had served as a member of President Lincoln's Mounted Bodyguard; he later was a bearer of the alumni cane.

PURDY, WOODS, BUCHWALTER, CLASON

Prominent as students and conspicuous in Ohio Wesleyan tradition for their gallantry and their sad deaths in battle were Captain George H. Purdy (1855), killed while attempting to hold a dangerous salient at Chancellorsville; Lieutenant Frank H. Woods (ex 1864), intelligent, "unusually admired as a student," a member of Phi Psi, killed at Chickamauga; Captain Luther M. Buchwalter (ex 1860), another Phi Psi, who, shortly after hearing of the death of his fraternity brother at Chickamauga, fell leading a charge near Lookout Mountain; Captain Marshall B. Clason (1858, Sigma Chi), killed at Kenesaw Mountain. Clason's widow, Anna Sanborn Clason (1859), established in his memory the "Clason Fund for the Literature of Citizenship" and in other ways proved herself a generous patroness of the college. Incomplete data, impossible to authenticate in every case, lead us to conclude that at least a score of our students lost their lives, killed in battle or dying of wounds or illness directly occasioned by the war; and there is evidence that the number of the wounded was large.

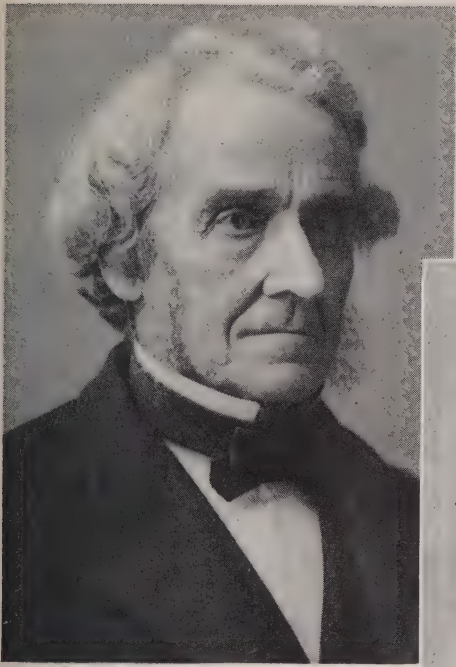
A strange war story centers around Captain Alfred E. Lee (1859). Severely wounded at Gettysburg, reports had it that he had died and the college had assembled in chapel to honor him with a memorial service. Professor McCabe was ready with his speech, when suddenly Lee himself, just arrived in Delaware, hobbled into the room. The versatile professor substituted an

address on missions and Lee himself subscribed \$100. Later he served as Consul-General to Frankfort-on-the-Main and as editor of the *Ohio State Journal*.

CAMPUS LOYALTY

Ohio Wesleyan, by a large majority Republican, anti-slavery and Unionist, was very loyal during the Civil War. On May 17, 1861, at a "large concourse" on the campus, there occurred with appropriate ceremonies, the raising of a huge flag; soon the Female College also raised its banner. At the Washington's Birthday celebration in 1862, toasts for each class were responded to by lengthy orations, that for the seniors being, "Our Republic: May she have a second Washington in her second revolution," and for the freshmen, "Freedom: A gem dropped from Heaven's casket and set in our country's coronet." In grandiose but none the less sincere language, the American ideal of democracy was extolled and defended. On April 30, 1863, after the gloomy winter following Fredericksburg, all classes were dismissed and National Fast Day was observed. Following Gettysburg, says L. S. Wells (1868), a great celebration was held in front of Elliott. "After Merrick, who was a matter-of-fact speaker, had opened the meeting, Professor McCabe delivered a thrilling speech." Captain Lee, supported by his crutches, also spoke, and then the students present called for Professor Williams; but "by a quick movement he shot through the doorway of Elliott, stepped up the spiral stairway, and was seen no more that day."

These celebrations bespoke Unionist loyalty, but opposition and dissension was also to raise its head on the campus. Even Clement L. Vallandigham, the bitter western sectional and partisan Democrat, called Copperhead and traitor by strong Republican Unionists, had a following among the students. The year 1863, which brought Vallandigham's historic race for the governorship of Ohio, was marked by much campus political turmoil. Stirred by charges from the soldiers in the field that there were Copperheads in the student body, the loyal students, in an "after chapel" meeting, Saturday, May 23, elected officers—among them Thomas E. Powell (1863), who married President Thomson's daughter Eliza (1870), and later became a trustee—



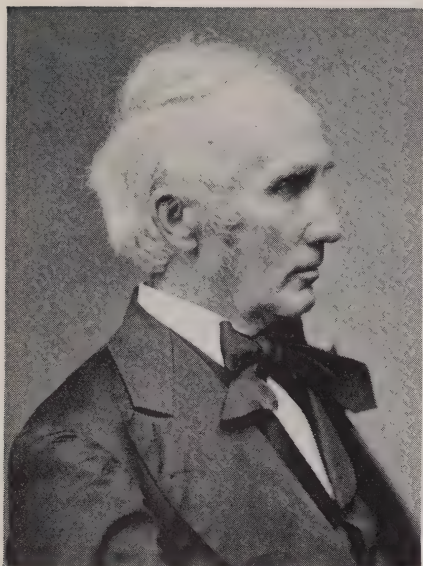
Frederick Merrick
One of the Founders,
Second President, 1860-1873

McNaile!! Lee has
surrendered!! Let the day
be given to rejoicing! There
will be no recitation, to-day
Students will meet at 5 o'clock
for prayer. Let God be praised!
April 10. '65. F. Merrick
Pres.

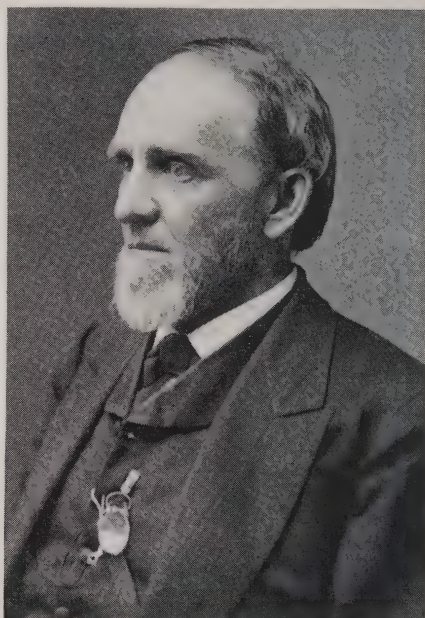
Merrick's Proclamation



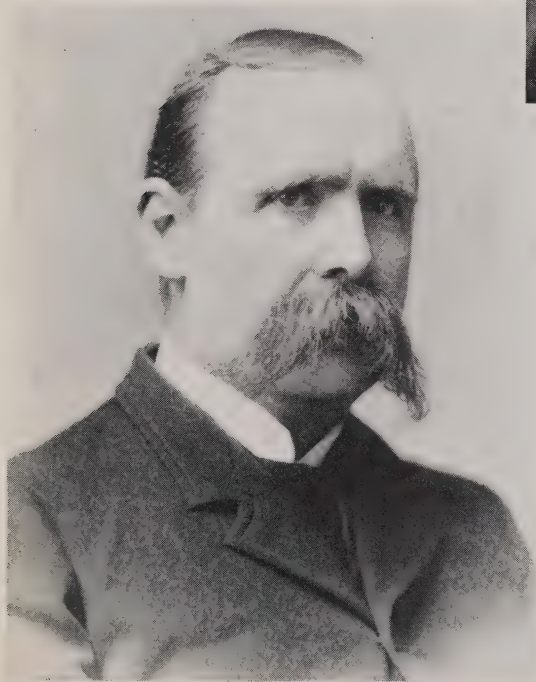
Students of the
Civil War period



Lorenzo Dow McCabe, Professor
1845-1898, twice Acting-President



William G. Williams, active as a
professor in the faculty for fifty-
seven years, 1844-1901



William O. Semans, Professor
1862-1905

and in resolutions published in the *Gazette* declared their loyalty, asserting that President Lincoln should arrest "those who encourage our enemies."

This called for rejoinder by the Democratic students. Their resolutions, not anti-war but anti-Lincoln, printed in the Delaware *Democratic Standard* but not in the staunchly Republican *Gazette*, extolled the Anglo-Saxon principle of freedom of speech and opposed "arbitrary arrest, incarceration in military bastilles, and the denial of the right of trial by jury." The faculty, although Unionist to the core, "agreed that it was not advisable to take action" on the resolutions.

"TILL THE STATE OF THE COUNTRY BE MORE PROPITIOUS"

The years of war brought severe financial straits and drastic enrollment cuts. The number of instructors was reduced; Tutor Perkins volunteered to return to the farm, thus allowing Tutor Whitlock to remain on the campus. William F. King departed, but Percival C. Wilson (1855), "a man of rare culture and literary attainments," who was doing much to establish the study of modern languages, remained for a while, leaving soon, however, to go to war. John Power Lacroix (1857) came to take his place. A severe salary cut came in 1863, the scale being set as follows: President, \$1300; Professors, each \$1000; Tutor Whitlock, \$600; Incidental expenses, \$1200. With war retrenchment uppermost, all special appeals for funds were postponed "till the state of the country be more propitious." However, a financial drive later inaugurated brought in several good gifts and a rise in salaries, and with this the conscientious and thrifty Perkins came back.

Additional possibility of faculty disorganization came when, in 1864, an order from the governor's office in Columbus called out the Ohio National Guard for "one hundred days" service in the Federal army. It involved four faculty men, Williams, Hoyt, Whitlock, and Lacroix. The April 25, 1864, faculty minutes reveal that President Merrick was instructed to go to Columbus and obtain a furlough for these men. Professor Williams, however, appointed Chaplain of the 145th regiment, served his time. A company of Home Guards, composed of citizens, county officers, teachers, and college professors appeared on the scene.

During the Morgan raid through Ohio, the company was called out for service, but seems to have presented a rather laughable spectacle. All campus war problems and disturbances were brought to an end by Lee's surrender and the close of the war. We may well imagine the joy that flooded the campus when President Merrick's famous proclamation announcing Lee's surrender was posted. It is reproduced on another page.

One of the reasons for campus uncertainty had been the enrollment slump in the early years of the war. The total drop for collegiate, preparatory, scientific, and Biblical departments of from 423 to 279 brought smaller income from fees as well as a drop in fraternity membership and in a case or two suspension of the chapter. But, beginning in 1864, there came an enrollment boom which extended through the post-war years and brought many ex-soldiers to the campus. The faculty showed its concern for the veterans by authorizing the admission "of fifteen disabled soldiers, who may be in indigent circumstances, free of charge for the incidental fee."

THE ARBORETUM

The old campus tangle of vine and locust was now definitely losing its charm, and during the war the once widely heralded "arboretum" came into existence. This plot of ground of about two acres near the center of the campus and the later more widely distributed plantings of trees and shrubs are associated with the name of Joseph H. Creighton, at one time pastor of St. Paul's, great lover of nature, friend of our campus and restorer of the sulphur spring.

One day in the earlier seventies, the flow of the spring suddenly stopped, and consternation reigned among the college authorities and the people of Delaware. "The spring is dry!" they cried. The occurrence brought a temporary stop to a charming custom the men, women, and children of the town had of congregating at this grateful campus spot in the cool of the evening, carrying every variety of pitcher, jug, and bottle, and after rehearsing the local happenings of the day, filling their receptacles with the bubbling liquid. The ingenious Joseph Creighton with the assistance of Peter Long, the campus care-

taker, secretly, in the dead of night, sprinkled bags of sawdust in the basin of the spring. The swelling of the material stopped the crevices that had caused the leakage, and soon the sparkling water rose and bubbled as before. The people said, "A miracle!" President Merrick, when taken into the secret, embraced the wonder-working preacher and in gratitude exclaimed, "Common sense and sawdust!"

Creighton devoted years of attention to the campus. From his planting list, preserved in the Botany Department, we judge that he had begun the arboretum in the early sixties, and the catalogue of 1867 says that the collection already embraced a large number of specimens, the aim being to include every type, native and foreign, that would grow in this climate. Creighton received suggestions from Asa Gray, the great botanist, in this matter; he planted and properly labeled nearly one thousand varieties of trees and shrubs. (Professor McElroy and the Monnett Clubs led the movement to erect a tablet near the spring in recognition of his work.) In the course of time new styles of campus landscaping were substituted for the older conventional arboretum arrangement.

MERRICK HALL

The great post-war enrollment increase brought the dawn of another era of campus building (1868). The "two and seventy stench of the odoriferous tannery," that had dominated the Sandusky Street entrance to the campus, ceased to offend with the purchase and demolition of the structure. In 1872, extensive campus grading, landscaping, and beautification were undertaken by John R. Wright of Cincinnati and Phineas P. Mast of Springfield. The town of Delaware dredged the run and the sulphur spring basin was improved.

Most important of all, the new "Alumni Building" or "Science Hall," later called Merrick Hall, was in process of construction. On a pleasant July evening in 1868, a campus party had been given "by the president and lady," at which the ground had been broken for the new structure. The architect was to be William Tinsley, grandfather of Karl T. Waugh (1900) and Nora B. Waugh (1900); and the construction material was to be Delaware

blue limestone. But very great delay and much financial embarrassment accompanied the enterprise. President Merrick was frequently quite ill. The bitter dispute regarding the existence of fraternities on the campus was at its height. Three or four years passed and still the building was incomplete; the executive committee was forced to draw on general endowment funds. Finally, when the building was opened in 1873, it provided quarters for the young science professor, Dr. Edward T. Nelson, and for two faculty men who were to serve with distinction for several decades, the one, L. D. McCabe, especially known as a great inspirational force, and the other, Hiram M. Perkins, as an effective mathematics teacher. The large third floor room became the home of the "Museum and Cabinets"—for the second time a prospective chapel room gave way to the science museum. The curriculum saw important changes in the post-war years; science under Semans, Nelson, and Perkins was accorded greater emphasis.

One cannot examine the records for our early decades without recognizing the very prominent place in public and especially in college education that the graduates of those years were to hold. As an impressive illustration of this, we list a group of alumni of the eighteen-fifties and -sixties—the list itself, however, being only partial. We have seen that our first two graduates, Godman and McFarland, became college presidents. The year after McFarland brought a future president in the person of Oliver Morris Spencer (class of 1848, president of Iowa State University). John Braden (1853) became president of Central Tennessee College. Thomas Milton Gatch (1855) served as president of Willamette University and later held the same position in the University of Washington. The remarkable class of 1857, besides furnishing Ohio Wesleyan with three professors, Lacroix, Perkins, and Semans, in the person of William Fletcher King gave to Cornell College (Iowa) a president of long tenure and distinction. Isaac Crook (1859), a very prominent alumnus, as chancellor of Nebraska Wesleyan, Leonard Jackson Powell (1861), as president of the University of Washington, George Benjamin Merriman (1863), as professor of mathematics in Michigan,

Albion, and Rutgers, A. E. Dolbear (1866), as professor of physics in Tufts College—frequently mentioned in this book—and John Williams White (1868), as professor of Greek at Harvard, were all men of distinction.

POST-WAR STUDENT LIFE

With the aid of our first student paper, the *Western Collegian*, which began publication in 1867, and of an increasing number of alumni memoirs, the mingled dimness and stark baldness that mark the story of the college for the first twenty-five years give way; student social life, literary society work, and fraternity activity stand forth full grown, suggesting the significant developments that had occurred in the earlier period. John B. Schwin (1869), who lived until 1942, bearer of the alumni cane, has described conditions in the vigorous post-war years.

One man in my class was forty years old. It was a common thing to see men with an arm or a leg missing. Chaplain McCabe, the great singing bishop, frequently visited the college, and the whole student body would gather on the campus and join with him in one grand festival of song.

Post-war loyalty centered around a very tall flag-pole which Secretary of War Stanton had presented to the college. A near riot between Republican and Democratic students at this pole was stopped by Professor McCabe running up with a commanding, "Stop! Stop! Stop!" and a quiet fatherly talk.

"At first I bought my own food and cooked it myself." Students were helped along by being given the task of sawing and carrying the many cords of four-foot wood that was stacked behind Elliott, Thomson and Sturges. Several of them boarded themselves in Morris Hall, the brick house on the campus. George W. Dubois (1872) says that the townspeople were kind to the students and that the boarding club had already become an active institution.

Many of the students came from the country and they would bring a lot of food from home; I remember one student who got through a year spending only \$13 cash. I ate at Mrs. Patterson's; the boys paid her fifty cents a week; they bought the supplies and did the work themselves; it was like your co-operatives today.

Although Ohio Wesleyan students were noted for their "manly

and sober deportment," there were frequent discipline problems of a serious type, and not a few cases of intoxication. It was a matter of pride that rougher forms of hazing practiced in other colleges did not flourish in Delaware; the burning of General Geometry, however, was soon to be recognized as an annual event and such annoying institutions as the bogus and the Washington's Birthday masked parade began to hover in the offing. Already the calendar was crowded with activities! A certain week in 1868 "abounded with amusements." In 1871 there were "too many organizations; the college fairly teems with societies." Collegianism was already in vogue and in after-chapel meetings the big man on the campus had his inning with the students—"and how they roared!" In 1872 at Monnett, it was said, meetings were "called at the hour when night and morning meet."

The Female College had been founded in 1853 and now under President Donelson was, as Mrs. Foraker says, "a remarkable institution," but the men of the university yielded only slowly to the close proximity of the girls, who "were carefully guarded within the enclosure." But the barriers in time broke down, the institution of the Monnett reception became well established, and, as Schwin says, the impulse grew on the part of the men "to storm that citadel."

FREDERICK MERRICK

Frederick Merrick, president during all the war and post-war period (1860-1873), labored for forty-seven years for the college—as financial agent, professor, president, auditor, lecturer, and trustee; he taught science, chemistry especially, philosophy, law, and other branches; remarkable in his versatility, he stands out as a type of the older general utility professor; mystical and saintly in disposition, he was at the same time a money-raiser. Less teacher or preacher than some of the others, he was unequalled in his solicitude for the spiritual and moral welfare of the students, and in his zeal and hard work for the college. In civic interest and general neighborliness with the people of Delaware, he stood first.

He and Herman M. Johnson were the first Wesleyan University men to come to Delaware—the vanguard of a long list

of important persons that brought the Connecticut institution's influence to Ohio Wesleyan. Born in Wilbraham, Massachusetts, in 1810, as a boy he worked as a grocery clerk in a store in Springfield owned by William Rice, great-grandfather of E. L. Rice. Merrick experienced religious conversion; he attended Wilbraham Academy and then Wesleyan—but did not graduate. He became Principal of Amenia Seminary and, in 1838, professor in Ohio University at Athens. As our financial agent from 1843 to 1845 and as professor and acting president in the formative years, he stands with Adam Poe and a few others as a real founder of Ohio Wesleyan. While professor here he also lectured on chemistry at the Starling Medical College in Columbus. If, as one account has it, those years of absorption in science made him unsettled and "uncertain of the divine existence," we may be sure that his was the type of doubt that carried with it more faith than half our creeds.

Again and again this devoted, mystical man was called upon to raise college endowment by the sale of scholarships, and to canvass for funds for new buildings. Sturges and Thomson Hall, rather than Merrick, were his real monuments. "To whom else can we go?" was in effect the attitude of President Thomson and the faculty whenever financial need impended. Merrick's intense seriousness brought money to our coffers, but the ravages of illness bore heavily upon him. Disappointment at the failure of the attempt to abolish fraternities in 1870-1872, and anxiety during the long years of the construction of Merrick Hall weighed him down. And later he stood in opposition to the union of the two colleges. Indeed, much disappointment seems to have harassed his life.

After his resignation in 1873, the members of the Alumni Association went to his home on Oak Hill Avenue and presented "touching testimonials to one whose pure life seemed to breathe from each flower"; the occasion was "tremendous with wave and counter wave of hallowed emotions."

From his wise foresight, sagacious counsels, persistent efforts, and self-sacrifice, have largely grown buildings, endowment, library, lawn and cabinet.

Professor McCabe once said to Rollin H. Walker, "Get a repu-

tation for common sense like Merrick. People are coming to his house at all hours of the day and night, asking advice on every question from the investment of their money to the salvation of their souls." He was a founder of Faith Chapel, now the Community Center, and every year in the Merrick Lectures we are reminded of his benefactions. At times his house was thrown open to large numbers of the poor of the city. A rigid prohibitionist and austere Protestant himself, he was at the same time the friend of all classes in the community. At the last, walking heavily on crutch or cane, he was the grand old man of Delaware. Living to witness the impressive dedication of Gray Chapel in 1893, he died the following year. Professor Duvall, who came to the campus in 1895, has called Merrick "a permeating spiritual influence."

CHAPTER

4

MONNETT BEFORE UNION

EVEN as early as the founding of the men's university, Delaware townsmen and Methodist leaders were advocating education for women. The full story of the rise of western men's and women's "universities," colleges, academies, and seminaries, and of the tragic failure and death of many of them (a marked feature of the harsh educational economy of that day) cannot be told here, the complications attending the establishment of our two Delaware institutions being more than enough to engage our attention. Just as the rise of the men's university was tied up with the decline of Augusta College and Norwalk Seminary, so the girls' institution on the other hill, the Ohio Wesleyan Female College, later called Monnett Hall, came in the wake of the rise and decline of other girls' schools. We are perhaps surprised to learn that there were three of these, the Worthington Female Seminary, the Delaware Female Seminary, and the Delaware Female College. Monnett, like Ohio Wesleyan, grew out of a congeries.¹ The fact that the two emerged success-

¹ That the Worthington Female Seminary, founded in 1839 by Uriah Heath and Jacob Young, both Methodist ministers and vigorous promoters of education, and both soon to be associated with the establishment of Ohio Wesleyan, was for fifteen or more years an important center of women's education and of general culture in all this central Ohio area, is a fact all too little known. Dr. Alexander Nelson, father of our own Edward T. Nelson and Clara Nelson, was for a time its principal. But the seminary finally closed (in 1857), one direct cause of this being, without doubt, the fact that Delaware came to be looked upon as the preferred educational center for women as well as men. The people of Delaware were truly college conscious.

fully argues the existence of real educational need. Finally, to complete the process, they were themselves united.

About 1850, after the lean years and the "intolerable suffering" of the late forties in the men's school, the cheap scholarship system and the new wave of prosperity were bringing hundreds of young men to Delaware, and parents who sent their sons to college here, or those who had themselves moved to Delaware with their children, desired to have education provided in the community for their daughters as well. In 1850 a Reverend William Grissell with his wife and a corps of assistants bought the old Delaware Academy building on the present site of St. Paul's (which had not been used for educational purposes since 1843) and established a ladies' school, the Delaware Female Seminary. But it soon declined and, by September, 1852, Grissell resolved to abandon it. Its chapel room had meantime been used by the members of a newly established south Delaware Methodist parish, a colony only recently migrated from the William Street Church. Out of this, in time, St. Paul's Church was to grow; the colony even attempted to found a girls' school of their own, the Delaware Female College.²

Already the finally successful college movement was afoot. The location of the Delaware Female College was sightly, but the frame building and the grounds—only two-fifths of an acre in size—were inadequate; more commodious quarters were needed. The attention of interested townsmen and church leaders came to be directed to "delectable hill" on the western outskirts

² Some of the members of the new Methodist parish, in order to prevent transfer of the property (perhaps even to the Presbyterians), and to preserve their meeting place, decided hastily to attempt to raise subscriptions, to incorporate, to purchase and set up a college of their own—a rather premature and hazardous enterprise, as the event was to prove. Thus the Delaware Female Seminary became the Delaware Female College. In a last desperate effort to keep school going on the old academy site, the leaders of the movement prepared a case to be presented to the North Ohio Conference with the hope of approval by that body. (A little four-page circular was broadcast in the summer of 1853 indicating that a certain S. L. Yourtee was to be president, and advertising in rather glowing terms what was at best a doubtful proposition. Soon, owing to unfavorable action by the North Ohio Conference, the movement was abandoned. Of a project of the Presbyterians to keep this college alive, little is known.)

of the village. It is thought that the suggestion leading directly to the establishment of the Ohio Wesleyan Female College was made in the parlor of Dr. Ralph Hills.

On the hill west of town, "a beautiful and romantic location," there was the home of the late William Little, one of the more imposing residences, like the Byxbe and Lamb houses on William Street and the Andrews mansion on Winter (the present Phi Kappa Psi house). With such residences and a "university"



Winter Street before the Civil War. The Presbyterian Church, the Episcopal Church, the present Phi Kappa Psi House, and the present Allen Hotel

besides, our town was justified in feeling that it stood beside Marietta, Chillicothe, Granville, Oxford, Norwalk, and Oberlin as a center of western culture; contemporary accounts call it "classic Delaware"; it was a good place for a strong woman's college.

The Little house was a "fine, substantial stone mansion, a typical southern home, low and broad. . . . From the front the view was unbroken for at least a half mile, until it reached the village." Although it could accommodate only about twenty girls, it was felt that additional space would soon be provided. An organization was formed, articles of association drawn up, a subscription fund opened, and in April 1853, the Ohio Wesleyan Female College came into existence. Leaders among the incorporators were Dr. Ralph Hills, Professor W. L. Harris, J. C. Evans, Professor William G. Williams, A. A. Welch, and the Reverend Mr. Joseph Ayers—the last named, presiding elder and

later agent, a very important figure in the group. (We are interested to see the young Professor Williams again participating in the foundation of a college.)

When the North Ohio Conference met, it was confronted with the question, "Are there two Methodist female colleges in Delaware?" Which should be accepted, the Delaware Female College or the Ohio Wesleyan Female College? The support behind the latter and its financial status were much stronger, and the site incomparably better. As a result, with almost complete unanimity it was adopted as the conference institution. As a proof that Ohio was ready for women's education, the new school opened in the autumn of 1853, with a hundred girls or more. Such is the story of the two girls' colleges as told by Dr. Ralph Hills in the *Western Christian Advocate* of November 16, 1853. In time the Central Ohio and the Ohio Conference became patrons of the O.W.F.C. with equal representation on the Board of Trustees. To the seven acres of the original Little property, purchased for \$7,000, there were added in 1867 three more acres "containing woodland." The first year of college there was built to the north of the Little Mansion, a two-story wooden structure which afforded additional room.

The Female College was in its origin distinctly a Delaware institution—even more so than had been the university. And, as in the university, both the Preparatory and the Scientific Departments were large. The numbers were, in the college: classical, 32; scientific, 66; and "partial," 4. The Preparatory Department had 57. Greek was not required at all, although an occasional girl offered herself for it; nor was Latin required in the "Preparatory English" or the scientific course. With a curriculum even less classical and rigid than that of the university, the institution was a sort of boarding school. It amuses us to read of seven "pupils" taking an "ornamental course." On the other hand, by some of the young women, the great Latin authors, the sciences, and philosophy were studied. Teacher training seems to have been given as early as 1857. "Appropriate diplomas" at first sufficed for degrees, but later, according to Professor Williams, the girl graduates took on the title of "Mistress": Mistress of Liberal Arts, Mistress of English Literature, or Mistress of Music. The occa-

sional girl who took Greek was honored with the degree of "Baccalaureate of Arts."

The stern visages of Oran Faville, first president and Professor of Ancient Languages and Moral Science, and his wife, Maria M. Faville, first preceptress and teacher of modern languages, have been preserved to us by the quaintly expert photography of that day. At first, a personal, paternal regime must have prevailed, almost the only disciplinary injunctions being a reference to "few rules but a strict compliance," and a prohibition of callers on Sunday and during study hours. In sharp contrast with prevailing practice, which recognized the educational leadership of the clergy, President Faville was a layman, as was also at a later day President William Richardson. Dr. Hills taught physiology and hygiene, and T. C. O'Kane was teacher of vocal music.

President Faville's resignation, induced by ill health, came after a tenure of less than two years, and two presidents, the Reverend James A. Dean, and the Reverend Charles D. Burritt, followed in rapid succession, holding office for only a few months each. All of the first three presidents of the Female College were Wesleyan graduates. The Reverend Mr. Park S. Donelson became president in 1856 and served until 1873.³

MARY MONNETT

The greatest development in the period of Donelson was the construction of the first wings of Monnett Hall. Plans were laid as early as 1855; the south wing was to be built first. In 1854, while the college was still housed in the rooms of the Little Mansion, there came to Delaware a student who was to become one of the famous figures in Ohio Wesleyan history—Mary Monnett of Bucyrus, Ohio, a girl of attractive person and devout

³ Under this man and such active trustee members as Dr. Hills, Thomas F. Joy, A. A. Welch, J. C. Evans, W. L. Harris and W. G. Williams, and such agents as Joseph Ayers and Samuel Lynch, came the real establishment of the Female College and the building of Monnett Hall. Prominent "governesses" or preceptresses were Miss J. E. DeWolfe and, in the latter part of the period, the able and efficient Mrs. Donelson herself. In later years, prominent trustee members were Moses L. Starr, Archibald Lybrand, Thomas Evans, Leroy A. Belt, General J. S. Jones, Joseph H. Creighton, and Dr. Alexander Nelson.

piety, and modest in a rare degree. In 1857 while still a student, she offered the trustees ten thousand dollars with which to complete the construction of an adequate building. A student making a major contribution to a building campaign—this indeed is a rare college phenomenon. The building took her name. Devoted friend of poor girls who were struggling for an education, Mary Monnett offered the means to come to Delaware to a certain Nancy Priest, a New England factory girl, who was the author of a sad, sentimental poem, popular in that day, beginning,

*Over the river they beckon to me,
Loved ones who've crossed to the farther side.*

But the realization of Nancy's hopes of coming to college was prevented by illness. Mary Monnett herself, graduating in 1859, later married J. W. Bain, and finally suffered the sad fate of becoming insane.

Beginning with the south wing, Monnett embarked on its successive stages of growth. An addition toward the center begun in 1864 brought more dormitory space, a basement dining hall, "two fine society halls, and a commodious chapel." In time steam supplanted coal-oil cans for heating and gas displaced oil-lamps and candles for lighting. With Monnett as early as 1861 boasting an enrollment of 222—and the university numbering 423—classic Delaware was already an important western educational center. Civil War disturbances seemed to affect the girls' college but little; the bloody year of 1864 was at Monnett one of "spiritual, literary and financial prosperity."⁴

LISTENING TO A GENTLEMAN'S ADIEU 1869

Monnett life, always interesting and colorful, was at that time compact, quaint, and sedate beyond words for the telling. Accord-

⁴In a year or two came a library association organized by alumnae and soon a considerable library fund was built up. Later William A. Ingham gave the college \$1000 for books in honor of his wife, Mary B. Janes, who was at one time an instructor in the college. In spite of a damaging roof fire or two and of constant fear of the havoc a serious conflagration would work, the Monnett campus in the end added its fine record to that of the University campus; few institutions have suffered as little from destructive fires as has Ohio Wesleyan.

ing to Pella Creighton Brossman (1876), President Donelson, "a wise, lovable, and kind man," himself rang the college bell. Twenty-five cents per term was collected from each girl to defray the expense of sweeping and warming recitation rooms. "Pupils" were under the supervision of the governess and were kept "within the enclosure." In the earliest years we read very little of the girls having social contact with the men of the university. In the winter of 1860-1861, "a gracious revival visited the college." The grounds embraced an area of grove and lawn enclosed by a fence, "ample for the purpose of healthy exercise and secluded from interruption."

But Monnett serenity was accompanied by no little sternness. "All are required to rise at 5½ A.M. in summer and 6 A.M. in winter and to retire at or before 10 P.M." Elizabeth Hyer Neff (1874), who died only recently, said:

There were no trolleys, no telephones, radio, cinema, motor cars—nor bathrooms. I don't like to confess so much. Six days of the week at the sink and faucet where cold running water was piped to each floor, we filled our washstand pitchers, but on Saturday morning we went down and filled them with hot water from the big tank by the kitchen range.

An event of signal importance in 1857 was the founding of the Clionian Literary Society with its famous motto "Licht, Mehr Licht." In a few years Athenaeum came and as is described in the chapter on literary societies, their rivalry was a Monnett tradition for fifty or sixty years. Great pride was felt in their badges or pins and their society rooms were richly furnished.

In the later years of President Donelson, Monnett life took on a more expansive character. Prominent professors were William O. Semans and Lewis M. Albright. The Monnett items in the *Western Collegian* show that the earlier isolation was breaking down. Already by 1870 "a certain institution at the head of Winter Street was exerting a strange witchery" over the men on the other hill, and along with this there was a growing body of "Sem" rules. With Mrs. Donelson's term as preceptress is associated the institution of the Saturday night reception, the "town note," and the ringing of the preceptress' bell at the top of the stairs. If the young man was fortunate enough to receive an

invitation to a reception, he would write a formal note to the young lady. It was opened by the preceptress and, if approved, the girl was empowered to answer it in the affirmative.

On Saturday night the boys appeared in their Prince Albert coats, sent up their cards, and the couple found two chairs among the crowd where they could spend the evening, or they could promenade the hall until the bell rang.

At a certain reception in 1869, the genteel signal from the top of the stairs was not enough, and the preceptress herself in a loud voice had to order the men to leave. The editor of the *Collegian* protested. "Are we gentlemen, or are we loafers and intruders?" Mrs. Donelson's reply could well serve as source material for a history of manners:

The usual regulation of closing the socialities of reception evening at eight and a half P.M. is and has been known to all who call at Monnett. But there was persistent disregard of college rules and of the good usages of society in keeping ladies standing at the door listening to a gentleman's adieu from three to ten minutes—a proceeding which would not be tolerated for a moment in a well-bred



The Preceptress' Bell at 8:30 P.M.

family. . . . I intimated to the gentlemen in the most delicate way possible by tinkling my preceptress' bell that the hour for departure had come (but without success). . . . Several times after literary society publics, we have been forced after repeated ringings of the bell to turn off the gas over their heads, crowding the gentlemen from the society halls to the hall below and then to turn off the gas to crowd them out of the house.

Indeed the resolute woman, in her desire for "social elegance," threatened to abandon the reception altogether. But that the time spent in the "adieu" was cut down is doubtful; certainly present practice along this line would indicate little success.

THRILLED WITH WONDERING ANTICIPATION

Senior girls, Mrs. Neff said, could walk down town unchaperoned at four o'clock in the afternoon; juniors twice a week under the wing of a teacher. Indulging in "scheme dates" such as squeezing through the gap in the fence (in spite of stuffy clothes) and meeting a suitor down town for ice cream or, more adventurously, going by horse and buggy to a dance at Magnetic Springs brought severe reprimand or dismissal for both schemers. The girls went to church on Sunday in procession, file, or queue. Mrs. Brossman says, "Led by a teacher, we walked to church in procession and settled down in the amen corner of old St. Paul's"



Preceptress Leading Girls to Church—1874

(where the university boys could plainly see them). "On Sundays we went by long queue to William Street," says an alumna of 1874.

In their best attire the girls were models of the Godey's fashion-plate style of dress of the day. A many-gored skirt, an overskirt, bustle, basque, and a "coil of hair on the top of the head meeting another coil at the back, with two switches of extra hair," arrayed thus the girls promenaded the corridors of Monnett after "tea." On Saturdays Mrs. Donelson gave lectures on deportment, manners, and politeness, giving imitations of girls chewing gum or of a slovenly entrance into a room. "She instilled in us self-respect and pride in ourselves." Mrs. Foraker says there were no sports for girls except croquet. "What would we have done with sports with our tight stays, our crinolines, our preoccupation with 'the crimp,' our switches?" With little ready-made entertainment, the girls enjoyed getting together and "outsmarting each other with repartee—the saucier the better."

But in spite of restrictions wider horizons were opening up. Indeed a zestful and optimistic spirit prevailed, in startling contrast, one alumna reminds us, with the baffled and uncertain spirit of our youth of today. Opportunity was felt to be knocking at the door. Higher education for women had come, and now co-education, woman suffrage and women's rights were at the threshold. Leading champions of these causes were entertained at Monnett, and at lecture courses at the university and in town the girls heard some of the biggest platform figures in America. A student of the seventies records:

I remember hearing Thomas Nast, famous cartoonist of *Harper's Weekly*, Mark Twain, John B. Gough, and two or three fine concerts. But most memorable of all was the advent of Ann Eliza Young, nineteenth wife of Brigham, who had escaped from the harem and was telling the world about Mormonism. (She stayed all night at Monnett.)

To Elizabeth Hyer and her friends Victorian prohibitions seem not to have mattered much. Real value for social history is found in the following selection from her memoir:

Anna Long, who was to be Mrs. Gunsaulus, was always funny; Mary Stubbs was literary and Ann Updegraff an idealist with a keen

sense of humor. Conversation had not yet become a lost art. There were such marvels with which to entertain ourselves. We already suspected that we were on the edge of a new era for women. The Reconstruction period was on; women had been launched into industry by the Civil War, were now clerking behind counters and keeping books. We caught the new responsibility assumed by women for reform and social welfare. Sarah Josepha Hale in *Godey's Lady's Book*, Susan B. Anthony on the platform, Frances E. Willard in the Temperance Crusade, and Louisa M. Alcott in fiction, had opened vast fields previously barred to women. We were thrilled with wondering anticipation.

WILLIAM RICHARDSON

When Dr. Donelson resigned in 1873, William Richardson, graduate of Dartmouth and a public school administrator, became president of the Female College. He served until the union of the colleges in 1877, his wife for a short period being preceptress. It was a difficult period; the agitation for union was becoming heated, but the new president carried on. Some of the more prominent faculty members were Dorothea Graham in the studio, Angelo DeProse in music, Mrs. Parker in art criticism, Fanny Douglas, a vocal teacher who "could make the girls trill way up in G," and Mrs. Susan Brockway, preceptress. In 1875 Clara A. Nelson became an instructor in language, and in 1876, Theodore Presser, later a nationally known music figure, instructed in piano and organ.

On a beautiful spring afternoon in 1874 there occurred a Monnett escapade that should go into the record. Mrs. Neff says that the senior girls, not wishing to be considered a "benchy set," secretly planned to show their liveliness and spirit by organizing a surprise for the whole college and community in the form of an equestrienne parade through the streets. The girls were to be mounted on every variety of hack horse that could be rounded up, and dressed in full riding habit regalia, side-saddle, flowing skirt, silver-tipped whip, gloves and all. Taking President and Mrs. Richardson into the secret, after much difficulty the cavalcade filed down Winter Street, to the complete amazement of all beholders. But the tables turned and to the girls' utter surprise they were met down town by the senior men of the university, likewise mounted on nags of every sort, to be their escorts. Fur-

thermore, as they turned out North Sandusky, a band of howling, horn-blowing freshmen in a wagon drawn by bony mules accosted them. As the whole town looked on, the girls with their strange entourage of escorting seniors and heckling freshmen trotted and galloped north, holding on to their bouncing steeds for dear life. By a circuitous route they escaped back to Monnett. Who gave the secret away?

CHAPTER

5

UNION — 1877

THE union, in 1877, of the college with the university was the greatest single event in Ohio Wesleyan history. It was the beginning of revolutionary changes for the girls; it placed Ohio Wesleyan in coeducational ranks and gave it greater prominence in American education. It marked a high point in the consolidation of Methodist educational interests in Ohio and the West, and was the great achievement of the administration of Charles H. Payne.

Although from the very establishment of the Female College, and even earlier, the question of coeducation was commonly discussed, President Thomson was for a time opposed to it and Merrick resisted it to the end. After the "sister school" was established, it was considered improper for the university to agitate for coeducation for itself. Thereafter it was a question rather of the practicability of uniting the schools, which, with the Female College becoming well established, was not an easy thing to do.

"A hackneyed theme as early as 1870," according to the *Western Collegian*, the advantages of union "socially, financially, and intellectually," were freely admitted. Numerous articles in that paper, entitled "mixed colleges," "joint education," "mixed schools," or "union," constantly reminded readers of the fact that at such colleges as Oberlin, Antioch and Indiana-Asbury (DePauw), the practice prevailed or was being considered. Moreover, many steps leading directly to union had been taken long before 1877. The men had for years had the privilege of "ascending the seminary steps every two weeks." The literary society programs of the O.W.F.C. appeared in the *Collegian*, and stu-

dents from both schools mingled at literary society "publics," and at festivals, picnics, and lectures; or occasionally even at the chapel service. The *Collegian* in 1873 became formally as well as really the joint student paper for both institutions, an editor, Naphtali Luccock (1874), afterwards bishop, being, it seems, responsible for this. Among the first representatives of Monnett on the *Collegian* staff were May Jeannette Stevenson (1875), sister of Richard T. Stevenson (1873), student and later professor, Emma Gray (1875), and Caroline E. Downs (1874).¹

In 1871, the alumni of both institutions living in Zanesville had a common meeting. That same year a Cincinnati alumni group asked the two Boards of Trustees to unite the schools. On June 25, 1873, four years before actual union, in the Alumni Association meeting, a resolution was presented by C. A. Van Anda (1854), Leroy A. Belt (1861), Isaac Crook (1859), John Williams White (1868), and Wesley G. Waters (1858). It read substantially as follows and a motion was made that it be adopted and presented to the trustees of both schools:

Be it resolved,

That we, the Alumni of the Ohio Wesleyan University, are convinced that the time for the union of the Ohio Wesleyan University and the Ohio Wesleyan Female College has arrived.

A motion in opposition, made by Professor Perkins (1857) was lost. Isaac Crook records the fact that the committee, upon approaching the university board, was coldly received. "There came over the faces of that venerable body droll looks, in which blended pity, amusement, and displeasure." The *Collegian* said in 1873: "The schools are likely to remain distant; union is not

¹In 1870, Thomas D. Crow of Columbus petitioned the trustees that his daughter Flora (Female College, 1870) be admitted to the classes in Greek in the university. (This reminds us of Lucy Webb's studies in the forties.) Also, the Committee of Visitors and Examiners of the patronizing conferences recommended that women be admitted to advanced classes in the university, and that the board "enter upon negotiations to effect a consolidation of the two institutions." One of the strongest arguments in favor of union was that the competition of the two schools for benefactions from interested patrons was wasteful, sometimes resulting in loss to both.

financially expedient at present; the dowry is not sufficient." The officials of the brother institution were much less in favor than were those of the sister school. The college girls were all along eager for the step. Elizabeth Armstrong Squier (1878) says, "I raced up and down the halls of Monnett in 1877 preaching Union and Union Now! . . . In one of our Athenaeum meetings we staged a complete wedding ceremony, faked groom, bride and bridal-veil, celebrating the marriage of O.W.U. and O.W.F.C."



Mock Wedding of O.W.U. and O.W.F.C.

A few of the university men exhibited indifference or opposition, claiming that union would lower university scholastic standards.

During McCabe's acting-presidency (1873-1876) the demand for action crystallized, but opponents pointed out "insuperable obstacles." The buildings were remote from each other; the scheduling of recitations would be difficult; certain classes would still have to be held at Monnett. Would the girls obtain scholarships or would they pay tuition? "The university has endowment and no tuition; the college tuition and no endowment." The Board of Trustees went on record against union as late as June,

1875. The two institutions were solidly crystallized; why unite them?

The problem of possible evils resulting from the intermingling of sexes does not seem to have received as much attention as that "puritan" age might have been expected to give it. "There is no denying that the students do pair off in coeducational institutions," it was admitted in 1869, "but it is not objected to as unnatural and improper, but only as untimely and inconvenient." Professor Whitlock, at a later time, made the following remarkable statement:

Coeducation has intellectual, moral, social, and physical advantages, is mutually inspiring, stimulating, and helpful. There is a largeness about the whole system that is itself educative. It is not an interruption of relations between men and women that are common in all other periods of life. Results prove that while it does away with false modesty, it does not lessen true womanly delicacy. It takes the simpering out of girls and the rudeness out of men.

It took the aggressive leadership of Charles H. Payne to bring results. While still president-elect (April, 1876), he succeeded in getting the board to agree that "ladies, graduates of other institutions of learning, be admitted to the regular college classes, upon passing the required examination." The trustees of the Female College, by this time ready for definite action, through a committee composed of Dr. Alexander Nelson, T. W. Stanley, and Leroy A. Belt, proposed to the university trustees that there be united action of the boards in requesting the patronizing conferences to approve the union of the schools (June 27, 1876). The university committee, Messrs. L. Van Cleve, Andrew B. See, Aaron J. Lyon, J. H. Godman, and H. Eugene Parrott, must have spent sleepless hours on the following night. The subject called for serious deliberation and prayer.²

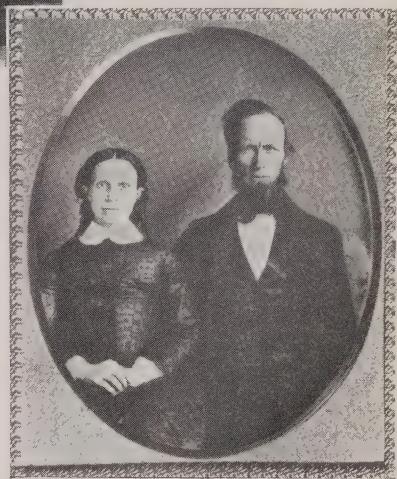
² The next day, the university committee reported themselves "deeply impressed with the importance of the question before us." They were disposed to favor "any prudent and judicious method." Certain classes, especially those in modern languages and chemistry, could be united and taught effectively and at less expense. If Dr. Payne would consent to supervise both institutions, and the usual tuition could be charged for the girls, there would be an aggregate saving each year of several thousand dollars. This report was approved and sent to the patronizing conferences for advice and action; it was a complete reversal of earlier attitudes.



The home of William Little. Here the Female College opened in 1853

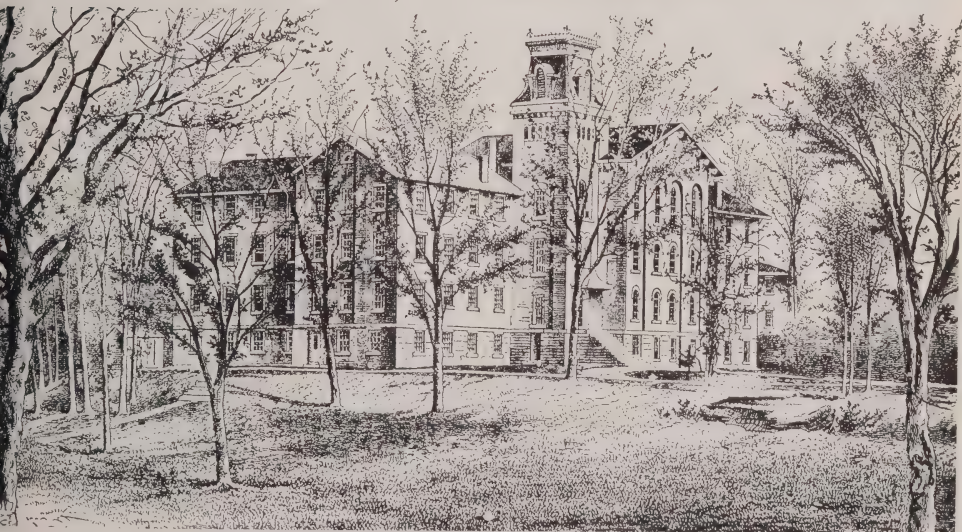


Mary Monnett, 1859,
donor of Monnett Hall



Oran Faville, first President
of the Female College, and
Mrs. Faville, preceptress

Monnett Hall, built in the fifties and sixties





Mary Wheeler Newberry
(Mrs. Frederick Wright)

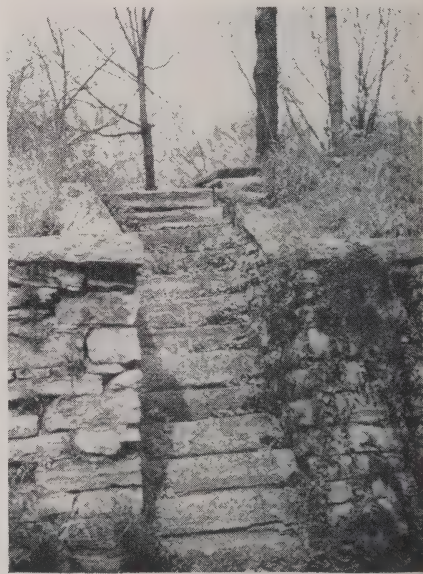


Ellen Martin, Preceptress

*Compliments of
Henry Kane to Miss Etta Joy
selecting the pleasure of her
company to the Athenian exhibition
next Friday evening*

March 11th 62

"Town Note" of the Sixties



The famous "Hole in the Wall"

But the final step was still not taken for a whole year; agitation became even more heated, opposition on the part of several of the university trustees being still intense. Pella Creighton Brossman (1876) remembers her father as saying that life friendships were broken on this question. Joseph Creighton himself favored union, as did also Isaac Crook, Wesley G. Waters, James H. Godman, Aaron J. Lyon, G. H. Hartupee, William A. Ingham, John W. King, and President Payne himself. The work of Leroy A. Belt (1861), trustee of the college and later of the university, preacher, presiding elder, and financial agent, in putting finances on a firmer footing, was a powerful factor in the direction of union. Apparently opposed were ex-President Merrick, Bishop William L. Harris, John R. Wright, Phineas P. Mast, and others. The attitude of the faculty is not clear. Professors Perkins and Semans seem to have shown some fear that union would lower scholarship standards. Such fear proved to be in large measure unfounded.

The final action of the Board of Trustees came in June, 1877. A special committee presented a report which in its preamble ventured the following statement: "It is conceded that modern tendencies are in favor of coeducation and the most conservative of the higher institutions of learning are yielding to advancing public sentiment." The almost unsurmountable obstacle was felt to be the location of the Female College. Finally came the fateful resolution:

That if the Trustees of the Ohio Wesleyan Female College deem it best to discontinue the active operation of their institution and to transfer its property, after its debts are paid, to the trustees of the University, we would accept such property and open the University to girls upon the same terms as men.

The vote on this resolution was thirteen in favor, to eight against, President Payne in the former group and ex-President Merrick in the latter. With several absent and with an atmosphere of strain and indecision prevailing, the whole matter was reconsidered. Objections to the girls pursuing exactly the same curriculum as the men were met by the promise of a "special course of study for ladies." The alumnae of the college were adopted as

alumnae of the university. Finally, a substitute resolution providing for union was unanimously adopted. The step was taken.³

"DUALITY" 1877-1881

Although both men and women students had advocated union for years, and as Miss Amelia Watson (1879) says, "We'd heard so much about it for so long that when it came we were resigned," when the step was actually taken, some of the men didn't like it, and some of the girls, thrown as they were into the classroom with boys, "just hated to recite." For a time, to accommodate the girls, a separate chapel was held at Monnett. "Professor Whitlock just wouldn't give up our own chapel," says Mrs. Cyrus B. Austin, "that was his specialty."

It was thought by some leaders that the question of what course of study the girls were to follow would be solved by the elective system then being widely discussed. According to Isaac Crook:

Women, it was felt, would not necessarily take the same course; those in control could choose the normal lines of growth for the mind, as it differs between men and women. The result was the "ladies' course" with emphasis on literature, art and language.

Thus, although at first perhaps too "ornamental," the course was a real attempt at adaptation.

The university operated for several years under a dual system, a combination of union and separation—with the latter condition predominant. At first only a few girls took the regular classical course; among them Inez White Dial (1879), Kate Blair (1880), Minerva Wyatt Jackson (1881), and Lucy A. Booth

³ The trustees of the Female College accepted the proposals of the trustees of the university. A debt of \$9,000 was, according to Professor Williams,

paid by the Central Ohio Conference from the amount raised for the University by its agents; thus the University came into possession of a property worth at least \$100,000, had at once an addition of nearly two hundred students per annum to its enrollment, and gained an increase of thirty per cent in its income. The union removed a distracting question from the councils of the University and the Church, put this large and influential school abreast of the sentiment and progress of the age. . . . The expensive tuition fees were at once cancelled, as all the ladies were admitted to the University on scholarships. The attendance of the ladies grew rapidly.

(1881). The senior class might contain only one or two women candidates for the A. B. degree, while a score or more graduated in the ladies' course. Although the chapels were separate, "the first year of coeducation saw a small handful of ladies bunched together in the southeast corner of Thomson Chapel," their class schedules necessitating their attending services with the men. The ladies' course was counted inferior, but it was soon realized that the women could equal or even excel the men in scholarship.

However, Monnett was still isolated. The *Transcript* complained of a "duality running through everything connected with the two institutions, two faculty meetings, two matriculation books, two libraries, two chapels, and virtually two presidents, for the Dean (Whitlock) has the same power at Monnett as the president at the university." Some of the men in the class of 1879 regarded "the new departure as a thorn in the flesh."

But the coming of real union was only a matter of time. Class meetings of the senior men and women brought unity of spirit; more women took classical work, and the ladies' course itself was strengthened; the two chapels were united in 1881 — the girls, however, being required for a while to attend twice a day. The union of the schools greatly increased the amount of walking done by students; the distance of the girls' halls has no doubt affected attendance at functions on the other campus and has helped to make the library into a social center. An amusing accompaniment of the union of the chapels was the attempt to keep college couples from walking together on the streets (the so-called "walking rule," long since abandoned). In the end union brought in its wake an enlarged and more attractive "college parade." The hordes of men and women students trooping up and down the main campus hill, and back and forth on Winter and Sandusky Streets, remains to-day one of the charming sights of Delaware.

POST-UNION YEARS

The Monnett girl of post-union days, especially of the period after Professor Austin took charge, had the advantage of certain improvements over earlier primitive accommodations. But when she was awakened in the morning by the "rising bell," if it was a cold day, the steam radiators "made a horrible racket in an

effort to heat up." As she lighted the gas jet, she was expected to heed Professor Austin's warning and not let her flimsy curtains catch fire.

The water for her morning ablutions she had obtained in a large pitcher from a spigot in the corridor. Her smaller pitcher contained drinking water procured from a well in the court back of Monnett. We have the word of one who was there that "for sanitary service a slop jar and a scullery maid answered as best it could. Later this was improved by the erection of four small additions, one for each floor, one above the other, at a short distance from the main building and connected therewith by bridges, at first without sides, so that wind and rain were hard on the Mother Hubbard gowned damsel in the early morning hours. Later, sides were built — a step which added both comfort and privacy."

She often rushed wildly down to breakfast and more calmly perhaps to class in Monnett or over on the other side. The year of "double chapel" (1881) she had to go to the men's service in the afternoon. If she were a "sister" to some man student she could walk with him on the street. As Emma Large Tarbill (1887) remembers it, there were religious meetings twice a week, Sunday and perhaps Tuesday or Saturday evenings. Friday night was set aside for Clonian or Athenaeum — or, after 1889, Castalian. The ever-ready Hepzibah McNemar (1882) was a vigorous combination of nurse and housekeeper. Professor Austin presided at the table, and "always Mrs. Austin was ready at hand for any emergency, sickness, alarm of fire, or visit from an anxious parent."

Mrs. Austin herself says that they lived in constant fear of fire, ever-present anxiety lest in that day of gas lighting a girl might throw a burning match into a wastebasket or that a loose hanging curtain might spread the flames. But, says Helen F. Barnes (1889), "Mrs. Austin knew how to manage in an emergency," and handled the few real occasions for alarm and possible panic so well that the girls were hardly aware of them. A matter of even more concern than fires was the possibility of epidemics of disease at the hall. Mrs. Austin gives us interesting detail regarding student health and the treatment of disease before the

establishment of the student hospital and the present health service. When epidemics of measles, scarlet fever, or smallpox threatened, heroic steps were taken to improvise a hospital by quarantining rooms in the hall or in nearby houses, and in one case even in the Davies barn in the Glen. Dr. John O. McDowell or Dr. W. T. Constant or some other town physician would cooperate with Professor and Mrs. Austin and "Hepzy" to do all that could be done in a day when there was no regular trained nurse. At one time two young medical students fumigated all the rooms in Monnett with sulphur — "a terrible job." Later, under President Welch, a student nurse was procured, at which time also Professor G. O. Higley did good work testing and safeguarding the water supply. The present elaborate and efficient health service had its beginning in the period of President John W. Hoffman; it was developed by Dr. George D. Lowry (1891) and Dr. George T. Blydenburgh, the present director.

From the men who graduated in post-union years, we have memoirs that are full of references to boarding clubs and the stern economies that were still characteristic of student life. We read of the Cozier Club in the late seventies, located on Liberty Street, and along about 1880 of the Watson House, the Parker Club, Smith's "hole-in-the-wall," and the Beatty Club in the house with the imposing pillars on West William Street. In student rooms the usual equipment was kerosene oil lamps and stoves for coal fire. Bathrooms? In the Delaware of those days, the kitchen stove, cistern water, and a big wash tub served the purpose. When later a barber equipped his shop with a bathtub, Fred L. Rosemond (ex 1882) says he charged 25 cents per bath, and the demand at week-ends was such that patrons formed and waited in line until Sunday noon.

CHAPTER

6

SPREADING FAME 1876-1888

UNCERTAINTY regarding the choice of a president and the future of the college marked the years of the acting-presidency of Professor Lorenzo Dow McCabe (1873-1876). There was the depression of 1873; Fales H. Newhall, former Wesleyan professor and a leading New England minister, was elected to succeed President Merrick but seemed to be unable to take office on account of illness. The competition of the rising state universities was beginning to threaten the liberal arts college and the elective system was challenging the supremacy of the required curriculum. Although, as always, Ohio Wesleyan faced great opportunity, her recognized standing in Illinois, Indiana, and other mid-western states was yielding to the increasing prestige of Northwestern and DePauw. The biggest question of all was, as we have seen, that of the union of the colleges. In what was in fact a near crisis, the remarkable personal influence of Professor McCabe helped to offset the difficulties of the situation.

When it became evident that Dr. Newhall could not undertake the work, Dr. Charles Henry Payne was elected and, coming to the campus, met the crisis with vigor and decision. He sought to realize Ohio Wesleyan's great potentialities. He proclaimed that a thousand young men "should immediately flock to our halls, to seek inspiration and preparation." Within a year, as has been seen, the colleges were united. Expansion and reorganization became the watchwords. In the twelve-year period the enrollment increased from 335 to 973 (a considerable portion, of course, resulting from the addition of the girls' college). Dr. Payne reminded the trustees of the need of a chair of English literature, of a

professor of elocution, and of football and baseball fields for the students. Part-time work in elocution was in fact provided by the bringing to the campus each year of Professor Robert I. Fulton or Professor Thomas C. Trueblood. The years 1884-1885 brought a decided renaissance in music. Professor Samuel H. Blakeslee from Oberlin Conservatory became Director of the "Ohio Wesleyan Conservatory of Music," bringing with him in the next two years several other teachers or former students of Oberlin.

The early eighties saw also the appointment of Cyrus B. Austin as "Registrar of Monnett Hall," and the inauguration of a definitely businesslike regime on that hill. This meant more economical methods of buying, and under Miss Ellen Martin as preceptress, the discarding of some of the more prim seminary ways. Professor Austin carried a full schedule of teaching and every summer gave arduous weeks planning for his beloved Monnett. His foresight brought, for the men, the earliest improvements on what is now Edwards Field, and, in time, for the girls, an extensive program of dormitory expansion. Under Dr. Payne the Sabbath lecture, which had lapsed somewhat under President Merrick, again became a very powerful factor in Ohio Wesleyan life, and the library was for the first time kept open for the full day.

It can hardly be doubted that, under this aggressive president, Ohio Wesleyan enjoyed growing fame. After eleven years of his administration, *Le Bijou* said (1887): "Where scholarship, morality and Christianity are made central and compelling forces, there is a healthy patronage and prosperity will ever attend. Not only in point of numbers but in other points as well, the college is unusually prosperous." These developments under Dr. Payne helped to prepare the way for the extensive modernization program that marks the period of his great successor, James W. Bashford.

As is shown elsewhere, the men's Greek letter fraternity became firmly fixed on the campus; all uncertainty of status that the abolition under Merrick (1870-1872) had brought gave way to the revived activity of old, and the establishment of new chapters. President Payne, a fraternity man himself, in 1888 set

the pattern when he made the important pronouncement that Ohio Wesleyan's policy was to "recognize, utilize, and elevate fraternities" — an apt putting of the fraternity case in our college. But, at the same time, non-fraternity spirit was never more vigorous than at this time.

In this period the Young Men's Christian Association came into being and in a very few years showed itself a powerful campus force, to remain so for thirty or more years. Under Payne, Merrick and others, there was a marked development of prohibition sentiment; the eighties mark the great years of the Prohibition Party on the campus. Just before 1890, a highly developed missionary interest paved the way for the Student Volunteer Band and, though less directly, for the Young Women's Christian Association.

The unsurpassed quality of the student output of the late seventies and the eighties is evidenced by a mere recital of some of the leading names: Spencer M. Free (1877), medicine; B. F. Dyer (1879), education; William F. McDowell (1879), the ministry; William G. Moler (1879), engineering and business; Willis O. Robb (1879), business; Edward J. Wheeler (1879), journalism; Horace N. Allen (1881), medicine and diplomacy; Lucy A. Booth (1881), scholarship, our first woman Doctor of Philosophy; C. B. Sears (1881), engineering; D. D. Woodmansee (1881), law and politics; Charles E. Jefferson (1882), the ministry; John E. Randall (1883), engineering and invention; William N. Brewster (1883), mission work; Doremus A. Hayes (1884), New Testament scholarship; Edwin G. Conklin (1885), science; John L. Hillman (1886), education; Edwin Holt Hughes (1889), the ministry; Helen F. Barnes (1889), and Mabel Cratty (1890), social work. If the indefinite number of other deserving names were added, including our own Cyrus B. Austin (1879), Benjamin L. McElroy (1883), and Rollin H. Walker (1888), the list would be truly imposing.

COMMENCEMENT IN THE EIGHTIES

With, as always, a vigorous manhood on the campus, and with now the girls adding new color to the scene, student life in the period of Payne presents a lively picture of fraternity groups,

boarding clubs, literary society work, oratorical contests, religious meetings, and forms of early intramural athletics. In Payne's day, too, the commencement of tradition came perhaps to its fullest flowering. Of the outdoor "picnic" type, held in a grove in the campus, usually in front of Elliott Hall, it was a unique



The Outdoor Commencement

folk scene: speakers and graduates on a raised platform, a sea of upturned faces, black suits of the men, white dresses of the women, all under an overhanging canopy of green.

Commencement "week" (more often eight or ten days) was a true folk experience that one missed at his peril. At this time final examinations were held in public, with visitors and examiners representing alumni and trustees attending the classes and orally testing each student (for perhaps three or four minutes); literary society "publics" were held — on five or six successive nights; on Sunday there came the college love feast, the masterful baccalaureate address, and perhaps at night an alumni sermon; two or three days were given over to the trustees', fraternity, and alumni meetings, class-day athletic contests, boat races on the Olentangy and battalion drill. Then there

came as the great culmination the classic commencement exercise, an eight or nine hour open-air session, two sittings, morning and afternoon, with from forty to sixty seniors in groups of four or five with musical interludes between, delivering their much belabored orations. Professor Williams reminds us that one year the speaking exercises covered two days.

Optimism, Victorian sedateness, and Delsartian eloquence reigned, and the fountains of idealism flowed freely. As the graduates were buoyantly launched into the activities of a receptive and friendly world, no one doubted but that the gates of opportunity stood wide open; there was little of the uncertainty and perplexity that harassed our graduates in the depression of the nineteen-thirties and little of the deep anxiety that has gripped practically all our men students since Pearl Harbor.

To look back at an earlier commencement, that of 1872, the audience heard George W. Dubois speak on "Certainty," Charles W. Fairbanks on "Public Sentiment," W. W. Davies on "The Honest Skeptic," George S. Innis on "The Poet's Dream," and William H. Sweet on "Guards." In 1879 Cyrus B. Austin spoke on "Evolution from a Theistic Viewpoint," many years before that thesis was discussed in the classroom. In 1884 there were sixty-nine speakers, forty-nine in the morning and twenty in the afternoon; the program was sprinkled with such subjects as "Are We Safe?" "May We Know?" "Mystery," "Unrealized Forces," "Life," with an occasional political, social or scientific theme. (In time, however, the *Transcript* began to inveigh against the long sessions of speech making and one senior class after another petitioned for greater simplicity. Finally the custom was adopted of having fifteen selected seniors deliver orations, and still later there came the present practice of inviting a single commencement speaker.)

Eugene Wood (1880), father of Peggy Wood, the actress, and author of stories of boy life in central Ohio, pictures the old commencement thus:

They came by excursion from Galion and other towns; preachers came by half fare with their big families and lived with Sister Boggs or Sister Parker. Farmers rattled into town at sun-up with their wagons full of folks and brought their lunches, till the campus

looked as though they were holding "basket meetings." They came to hear the chaste grandeur of the president's baccalaureate, to see boat races on class day: the freshmen in the "Nellie B" row with the sophomores in the "Swallow"; the juniors in the "Nellie B" row with the seniors in the "Swallow." Ivy vines and trees were planted but they nearly always died. And class day songs followed this pattern: "As through an Alpine village passed," "A bulldog on the bank," "Integer Vitae," "cora-che-lunk-chelaly." There was something sad and lonesome about class day, something wistful in its gaiety. . . . The old commencement of the small college is gone, gone with the plug hat and the Prince Albert, with the age when dinner was at noon, when there were fried potatoes and fried steak for breakfast, and for supper dried peaches, cake and tea.

DR. PAYNE, ORGANIZER AND DISCIPLINARIAN

In the light of the growth of Ohio Wesleyan, the forward steps taken, and the buoyant campus life in the period of Dr. Payne, to see it only as a "Payneful era" marked by student escapades and disciplinary problems is to see it out of proper perspective. Of the character of this much discussed man, Bennett W. Hutchinson (1883), recently deceased, for some time Payne's student secretary, says:

Dr. Payne was very much misunderstood. With a brusque, apparently indifferent manner, at heart he was kind and true. He lacked tact to handle the mischievous student and took student pranks too seriously. He failed to win over the bad boy, but was kind and fair to the hard-working, well-behaved student. He was ambitious but high minded; he wanted to be a bishop; very human, but very honest and clean.

Wilbur F. D. Copeland (1889), for three years the president's secretary, living for a time at his house on Oak Hill, is our informant on the close friendship that existed between Dr. Payne and our famous trustee, Rutherford B. Hayes. The ex-President of the United States, at times a guest at the Oak Hill mansion, championed a system of practical, industrial arts education, and induced President Payne to advocate it for Ohio Wesleyan. Copeland (who while on the campus founded and edited the *Practical Student*, a paper which competed with the *Transcript* in popularity) says:

In spite of a natural and well-developed sense of humor, Dr. Payne was utterly incapable of understanding such a joke as having his

horse's tail shaved or the matriculation book with its invaluable records mutilated or stolen. One fresh spring morning about five o'clock—the only free time I could count on for study—I was getting ready to meet Professor Perkins in "General G," when General Hayes, also an early riser, came and sat down near me. He wanted to know what I thought about Booker T. Washington, Robert Owen, and several other educators. He told me about his interest in Tuskegee and Hampton Institute.¹

In June, 1887, the Board of Trustees accepted the Hayes proposal for a Department of Industrial Training which was to give work "in stenography, in the art of typewriting, in printing, and at Monnett Hall in the art of cooking according to scientific principles." The plan was, however, not fully carried out.

Bishop Edwin Holt Hughes (1889) in his autobiography says:

President Payne was a user of Yankee English, immensely amusing to the students when he told them in chapel that he had visited "Torontor, Canadar," a strict Puritan in his "idears" of life. He influenced for good and often to a complete change of life, young men who did not like him.

Dr. John L. Hillman (1886), later President of Simpson College, says that Payne was the greatest teacher he ever had, one who taught him how to get the meat out of a book, and a rhetorician in the best sense of the term. Thomas H. Campbell (1885), later a trustee for a very long period of time, admits that Dr. Payne's lecture on "shams" gave the boys occasion for parodying him in their "transparencies," but insists that Payne was an able man and that in his revivals he never used "tears and emotional pressure."²

Dr. Payne's *Guides and Guards in Character Building* went through six editions in the United States and one in England. Although no important buildings were built in his day, extensive construction programs were laid out and the endowment was in-

¹ There in that early dawn President Hayes talked over with Copeland his proposal of a self-supporting system of education, one of learning to do by doing, a "Root-Hog-or-Die System." Copeland says that Dr. Payne was very much impressed with President Hayes' idea and was much disappointed that the trustees and faculty utterly failed to warm up to the idea as a means of sounding a new note in Christian education.

² From a dozen sources it is clear that Charles H. Payne was a man of intelligence and ability, with a deep concern for the students' welfare, but that he understood only a certain type. Rigorous and somewhat joyless years had marked his youth. Born at Taunton, Massachusetts, in

creased. Dr. Payne's religious revivals were very effective; it was hard even for his critics not to be impressed by his preaching, which, though marked with peculiar mannerisms easily imitated, was nevertheless powerful in its effects. His Sabbath lectures and sermons in and out of Delaware, with their "combination of elegance and fire that was unusual, with refinement but always with a high voltage of feeling," to quote Professor Walker, greatly extended the name of the college. He also kept alive the liberal tradition of Ohio Wesleyan, not hesitating to treat boldly public questions in the pulpit and in daily chapel. As a teacher of junior Rhetoric and senior Christian Evidences he seems to have been unsurpassed.

THE WINTER OF OUR DISCONTENT

Many alumni, although keenly aware of President Payne's ability and achievements, feel keenly that there was in him a certain lack of friendliness; in their memories discipline episodes stand out vividly. Long stretches of the minutes of the Payne faculty deal with such problems, some of them engaging faculty attention for weeks, and even for months. As we review some of the more notorious episodes, we should remind ourselves that the faculty usually supported their austere leader, in some cases even going beyond him. Being in large number members of a Methodist Church that was much more strict than it is today, our students were in large numbers puritanical, were believers in evangelical religion, and did not object to rules. But there were among them all types of young men, ranking from the large element of intelligent fellows, eager to develop their powers and

1830, his father dying early and his mother being called upon to direct his young life, he was subjected to a harsh regime of work on farm, in factory, at a shoemaker's bench and as a clerk in a store, with only limited schooling each year. There was also a religious conversion similar to that of Thomson, Merrick, Williams, and that of scores of our students of that day—it seemed to be a normal experience. The young Charles Payne attended a seminary and later graduated from Wesleyan University (1856). Then, theology at Boston, followed by a period in Brooklyn and very successful pastorates in important churches in Philadelphia and Cincinnati, at which latter place, he was active in prohibition reform, supporting the praying bands of women in their remarkable crusade. In 1876 he took on the presidency of Ohio Wesleyan and served until 1888.

achieve success, to quotas of reckless boys whose parents sent them to Delaware to be reformed. There were also transient students and preps without definite objective. Recreational work was not highly organized and there were few opportunities for "blowing off steam." Class spirit was highly developed.



*Class Insignia. Freshman Straw Hat;
Sophomore Cane; Junior "Oxford Cap";
Senior Stovepipe Hat*

To some students any kind of school work was associated with *Hoosier Schoolmaster* mischief and roughness. Although the faculty as a body believed in discipline, students were well aware of certain divergencies of attitude, of Merrick's parental solicitude, McCabe's human and kindly spirit, and Nelson's every day geniality. Semans, "the friend of the bad boy," often stood as a mediator between faculty severity and student misbehavior.

The odd and oft mentioned "walking rule" seems to have been only intermittently enforced. Allowing young men and women to "accompany each other in going to and from recitations, provided their duties call them in the same direction," it forbade them to walk together on returning from the 11 o'clock recitation and after chapel in the afternoon (the very times when they would most cherish the privilege), adding the amusing concession "except in case of brothers and sisters." Much uncertainty prevailed regarding the meaning and interpretation of the rule. "Shall we be so rude as to refuse to offer to a girl we

know the protection of our umbrella when we meet her in the rain?" Clever students repeatedly posed such questions.

Problems arising from the funeral of General Geometry, from the milder type of "bogus," and even from the plantings of class flags on Elliott or some other building and resultant class fights were usually not serious. But the Junior Exhibition (an annual public presentation of campus "takeoffs" and exposure), the "masked parade" on Washington's Birthday, and the virulent, insidious type of bogus very soon met faculty disapproval, as did also in the later years of Payne, attendance upon "theaters at the Opera House." The very worst offense was open disregard of an express faculty or presidential prohibition—"flouting the rostrum."

The funeral of "General G" came annually after the completion of the course under "Perky"; with elaborate ceremonies and a parade, the General was done in effigy, hanged, or buried, or the textbook burned—the whole amid a series of wailings and weird noises that made night hideous. One year, according to Heber D. Ketcham (1881), the General was "dethroned." On February 23, 1882, there was a famous "Battle of Washington's Birthday," a class flag rush, and a riot that involved a siege of Elliott Hall, barricades, broken chairs, and fierce tussels up and down the winding stairway. The "fun, farce and takeoff on every college custom, interest or person," that marked the "Junior Ex," led to its early prohibition.

The famous parade of 1880 with its fantastic masks and its "transparencies" bearing harsh thrusts at faculty and administration presented serious problems. It furnished the subject for a long poem (in true Gilbert and Sullivan style) by Canon Orville E. Watson (1882):

*There is nothing so degrading as this custom of parading,
And I solemnly proclaim, there shall be no parade this year.*

One legend shouted in flaming letters, "The whole creation travaileth and groaneth in Payne until now." The episode brought nineteen suspensions, including the writer Eugene Wood, and was sensationally exploited by the newspaper press.

Still more notorious was the *Richard III* affair of 1885, the

winter of discontent, and the misunderstanding with DePauw University that followed. Our students in earlier years had occasionally gone to Columbus concerts and plays, to see Jenny Lind or Charlotte Cushman, for instance. At the Opera House in the newly constructed Delaware City Hall (opened in 1882 with an intercollegiate oratorical contest in which Charles E. Jefferson won), certain students might attend *Uncle Tom's Cabin*, "White's Dramatic Combination," a gushing melodrama, or a play of the deep-voiced, physically robust Spartacus-to-the-Gladiators variety. Occasionally a man of the stature of Thomas Keene would present Shakespeare (in 1884, *Macbeth*) and the *Transcript* would urge attendance.

But, as President Payne thought, "minstrel performances, dramatic and operatic entertainments" were becoming too common in Delaware and in December, 1884, the faculty passed the famous rule against "theaters at the Opera House," in succeeding months proclaiming it publicly. On October 29, 1885, the test came when Frederick Warde came to Delaware in *Richard III*. In spite of the president's warning that there would be no exception to the rule, when the famous opening words of the play were uttered approximately sixty Ohio Wesleyan students were in attendance, many in "peanut heaven."

*Theirs but to see-and-die,
All in the gallery
Sat the half hundred.*

Then by faculty action, "long roll" was called in chapel; each student, even Hu King Eng, the newly arrived Chinese girl, must answer a simple "yes" or "no" to the question whether he attended. In what was perhaps the most unusual of chapel scenes, fifty-nine seem to have answered "yes."

*Bravely they answer yes,
Bravely the deed confess,
Oh what a sorry mess,
Paynefully droll.*

But a *Le Bijou* parody could only suggest the complications that developed. To President Payne the action of the students was an open flouting of all college authority. By a series of



Sturges Hall, our
first library



Thomson Chapel, where Slocum Library
now stands



The Spring about 1880

DR. JONAHR'S PAYNE KILLER!

In presenting this Wonderful Medicine to an overwhelmed and down-trodden public, the Doctor wishes to call attention to the inscrutable dispensation of Providence which Characterized its discovery.

One day at early dawn Dr. Jonahr was wandering amid the forests of Monnett, a barren and desolate country lying west and north of Africa, in quest of a "plain, unvarnished tail" with which to regale the natives of Chapelle, a very fertile and productive land lying east of Monnett. It was the practice of this grave and reverend Doctor to impart useful knowledge and kind admonition to the young Natives before they stepped into the arenar of life, and he spared no pains (except Charley) to collect materials for his morning lectures. It happened on this particular morning that while moving with slow step, lost in thought, he fell into a hole. Scrambling out again he looked at the cause of his mishap carelessly and then with an exclamation of surprise started back exclaiming, (*a la Gaul*) "Is this a foot-print I see before me?" Having satisfied himself by competent witnesses that it *was* a foot-print he immediately (with no assistance but that furnished by his own head) made a plaster cast of it and with a forty dollar horse (called Maneless after a celebrated hero) he removed it to his home, leaving behind the "plain, unvarnished tail" which he started in search of. This little accident may appear insignificant in itself but viewed in the light of future developments it was of inestimable importance.

A "bogus" of the Payne era

FUNERAL NOTICE.

THE FUNERAL SERVICES OF THE LATE

General Geometry,

will take place MONDAY NIGHT, JUNE 21ST, 1880,
from his late residence in Perkeyonia.

The funeral cortege will form at the base of the monument of '77, at 11 P. M., move west to Sandusky street, north on Sandusky to William, west on William to the residence of His Mathematical Highness, Prof. Perkins, north on Virgin street to Monnett Hall, east on Winter to Franklin, north on Franklin to North street, east on North to Sandusky, south on Sandusky to the Cemetery, where the late General will be interred with due and proper ceremony. The body of the late General will lie in state at the rotunda of Elliott Hall from 4 till 11 P. M.

Friends and acquaintances are invited to be present at the last sad rites.

General Geometry's last rites

Class Day, 1880

PROGRAM.

Marshal of the Day, - F. S. MONNETT.

MORNING EXERCISES.

9 A. M.—BOAT RACE—At the River,

FIRST RACE, ... Seniors and Freshmen.
SECOND RACE, ... Juniors and Sophomores.

10 A. M.—At College Campus.

100 Yards Foot Race, for the T. C. O'Kane Prize.
Highest Jump, for the Vansickle & Wyker Prize.
Running Jump for the Jaynes & Carter Prize.
50 Yards Foot Race for the Watkins & Tallman Prize.
Standing Jump or Bre ad Jump for the Cyrus Platt Prize.

AFTERNOON EXERCISES.

2 P. M.—At College Campus.

INDIAN CLUB CONTEST.
ROPE PULL—between classes— . . . for the Davis & Clingman prize.
HURDLE RACE— for the Urey prize.
EGG RACE.
SACK RACE— for the D. Lapham prize.
GLASS BALL CONTEST—for the H. R. Henderson, "The Leading Tailor" prize.

5 P. M. PRESENTATION OF PRIZES.

5:15 P. M.—At the River.

CONTEST of the two winning Crews of the morning for the E. E. Jones & Co's. Prize.

All the above firms offer 2d as well as 1st prizes.

faculty decisions to which only Williams, Whitlock, and Nelson, and one or two others offered any objection, all who attended the play were to be "separated from the university," but all except seniors could reenter by abjectly confessing and making out new matriculation cards. Seniors must leave town immediately even though such action would, unless adjustments were made, upset several legitimate student activities. When six seniors, having, as they thought, met all requirements, left college and entered DePauw University (and one to Harvard), truly unfortunate complications arose.

It became a question of college "comity." Lengthy faculty sessions were held; one minute says, "adjourned 2 A.M." The students felt, with support from DePauw authorities, that they had met all of Ohio Wesleyan's demands and could go elsewhere; our faculty maintained that they were still "under discipline." President Payne and others wanted the whole question aired in the *Western Christian Advocate*, but certain members of the faculty felt that two or three months of this turmoil were enough. The victims claimed that the confessions that they were required to sign were humiliating. "I humbly ask forgiveness." "I absolutely promise that I will not express a single sentiment of disloyalty to the university or disrespect for its faculty or any member of it." The upshot of it all was that the seniors remained at DePauw, the tumult died down and the winter of discontent was over.

But no glorious summer followed. Although enrollment did not decline, but rather grew, dissatisfaction continued. With student opinion perhaps placing too much responsibility on the president, the *Transcript* contained running comments as follows: "What will become of the naughty students who attended theater this week?" (January, 1886); "our branch senior class at DePauw"; "Harvard sends word for more." For years the "opera rule" remained on the books; President Bashford himself in turn warned students to observe it. A Wabash College student paper referred to our college as a "monastery from which students escaped and went to DePauw," but Ohio Wesleyan seemed able to withstand such aspersions. That it took a Shakespearean play, rather than a cheap minstrel show or extravaganza of the *Black*

Crook variety to cause all this turmoil was indeed regrettable; but other colleges, of course, had similar incidents. Campus mores were on the verge of change. (Later the college formally recognized the suspended students as graduates.)

MCCABE AND WILLIAMS

In the Payne faculty two men were outstanding personalities. Lorenzo Dow McCabe, graduate of Ohio University in 1843, a man of remarkable personal magnetism, and one who in 1845, when he came to Delaware had impressed young Godman with his luminous face, bright eyes and "manly beauty," was now at his prime as a faculty figure. Beginning in 1864, he had already served fifteen or more years as Professor of Philosophy. Like Merrick committing himself unreservedly to the college, his total term of service was fifty years; for two periods, 1873-1876 and 1888-1889, he was its acting-President.

Versatile and changeable in mood, with his vivid imagination, flashes of wit and bursts of eloquence, he showed some of the marks of genius. His method of teaching Butler's *Analogy* was by a rather rigid *memoriter* system, but formalism yielded to an element of surprise by a trick he used for several years of calling on students by number from a basket of blocks on which the numbers were inscribed. Then, too, in a moment of excitement or righteous indignation, textbook and formal philosophy went by the board and he spoke out freely from his vivid personal experience and imagination. "It was then," said Berne Jones (1889), "that we really learned philosophy." A loyal Republican, McCabe felt extreme reverence for the magic name of Ulysses S. Grant, and the protective tariff was to him little less than a sacred dogma. Sparring matches between McCabe and Professor Semans, Democratic free trader, became a campus tradition. The "pernicious doctrine of evolution," just coming to our campus, called forth McCabe's blasting condemnation.

But these were only prepossessions. Although as all teachers of philosophy did in that day, he made his subject a handmaid of religion, McCabe was perhaps the broadest and deepest thinker in college and stood with Lacroix and Davies as among its most productive writers. His books, Professor Duvall says, gave evi-

dence of independent and courageous thinking along the lines of the "Scottish intuitive school."

His *Divine Nescience of Future Contingencies* championed the idea of freedom of the will and the rather startling doctrine of a God with limited foreknowledge. In it he insisted that a contingency by its very definition cannot be foreknown, and asserted that there was no moral difference between an act of a God who would create a man knowing beforehand that he would finally be lost and the act of a God who would deliberately foreordain him to be lost. Foreknowledge of future contingencies and foreordination were, then, essentially the same. McCabe was decidedly anti-Calvinist in his thought.

Although a moralist, he was less strict in matters of discipline than were Merrick and Payne. He did not equal either of them as an administrator, but perhaps led the whole faculty in inspirational power. His daughter, Calista McCabe Courtenay (1890), says that his devotion to the college even outshone that to the Methodist Church and to the Republican party, and that in the family "they talked of nothing else. When the fire bell rang, my father ran to the window to see if flames threatened the college." In his later years, McCabe's shawl and skull-cap were familiar sights, and after Merrick's death all eyes turned to this second figure in the great trio. Suffering from an accident, for a long time he lay bed-ridden and his eyesight became very dim.

Bishop McConnell (1894) says, "I value most of all the recollection of those moments of high utterance which I remember now as spontaneous and unpremeditated revelations of real genius He was a great human person." To Professor Duvall, McCabe was a "convincing personality," and Professor Walker deftly adds, "If there was ever a man who had manners for king's houses, it was McCabe."

The second professor at the height of his career during the Payne period and the third in the great trio was William G. Williams. Coming to the teaching force earlier than either Merrick or McCabe, he remained in harness longer—for the almost unparalleled stretch of fifty-seven years (1844-1901). Proficient in Latin and also in English literature, it was in the field of the

Greek language that he was preeminent, one of the first in our faculty to combine teaching ability and real scholarship. A foremost college historian, to whom the author of this book is indebted at a hundred points, treasurer of the college and secretary of the Board of Trustees for approximately half a century, writer for church papers, grammarian, stylist, in demand in teachers' institutes throughout Ohio, he was in stature "not the largest nor the least, broad-shouldered, quick of motion, gray-eyed, with smiling face, in every lineament, gentleman, Christian, scholar, teacher."

Born at Chillicothe, Ohio, in 1822, "born again" at a camp meeting near Carthage in 1839 (a fact, one alumnus says, "which he neither denied nor exploited"), he received all his higher educational training from "old Woodward College." It is to the Williams family and to successive groups of loyal alumni that we are indebted for maintaining for six or eight decades a very close relation between our college and the Queen City. Professor Williams' children were William (1872-77), Paul Ernest (1873), Oliver (1876), Helen (1867), wife of Governor Hamilton of Illinois, Aletheia (1868), first wife of Governor J. M. Pattison of Ohio, Anna (1880), second wife of Governor Pattison, and, children by a second marriage, George L. (1898), and Wright (1900). There were also Samuel Wesley Williams (1848), a brother of the professor, instructor in the college and an editor with the Methodist Book Concern, his son, Dr. Berthold A. Williams (ex 1884) and his daughter, Laura Elizabeth Williams (1898), who recently gave her father's library to the college. It is indeed an Ohio Wesleyan family with hardly a peer.

Professor Williams, although a man of deep faith, was undemonstrative in matters of religion. He was quick to detect a false note in a student's profession. "He was so accurate, refined, and honest as to be highly sensitive to student religiosity, wordiness, phrasemaking." In the matter of daily chapel attendance his record seems to present a high degree of professorial independence. That he had a clear sense of professional importance and dignity, is shown by one of Professor Parsons' stories. One day in faculty meeting, President Payne was descanting on the impractical nature of all college professors. Enduring the ordeal for a while in dignified silence, the high-spirited Williams

then arose and said, "It is no part of my duty here, I think, to spend time listening to such objurgations"; then, taking his hat, he walked out of the room. (Apparently, at times, sharp cleavages developed between President Payne and members of his faculty.)

The walls of the room on the second floor of Elliott that resounded with this man's fifty-seven years of teaching language and grammar could echo many a story of his swift incisiveness, of the dynamic thrill he imparted to the student, and of the fear and trembling his ringing order "parse" brought to those who were unprepared. It was not so much severity as a "yearning, burning desire to wake the sleeping intellect." Even the good student, President Bashford said, had to fence for his very life with this intellectual athlete—"a young Fairbanks, or Hoss, a Gunsaulus, or Jefferson, or Woolley or John Williams White, with perspiration standing in beads on the student's face."

The master exploited every word and phrase for its syntactical values. Clarity, accuracy, and precision were his great objectives. A deep lover of literature himself, he did not feel it his first task to introduce his students to the broadening influence of Greek drama and philosophy. He did at times, however, teach special classes in Shakespeare. A little English grammar he wrote was "thin almost as a knife blade and clear as light." This fine product of the older classical education marked the beginning of the transition on our campus from the older clerical and general utility type of professor to the lay-specialist type; carried further by Semans and Nelson, laymen but not highly specialized, it reached a high degree of expression in such men as Rice, Westgate and Smyser.

The many huge volumes of trustees' minutes, written in Williams' refined script, are both a rare body of historical source material for the college and an example of this man's clarity, aptness of phrase and ideal of classic perfection. Events of his life that should not be left unmentioned were his three months' chaplaincy in the Civil War, and the fact that the Chicago fire of 1871 brought bankruptcy to an insurance company in which he had invested, and that the integrity of this splendid man left him no alternative but to toil thirty years of his life to help reduce the debt. With his sudden death in 1902, the old South

Liberty Street home, with its surrounding orchard, which in blossom time each year served as a beautiful outdoor setting for the cultured gentleman—as he, for so many decades in the house itself received students and alumni with consummate grace—lost its animating spirit. The gate at the end of the street “opened as of old, but not at the touch of the scholar’s hand.” Later, Professor Williams’ daughter, Anna Williams Pattison, and his son, Dr. William M. Williams, gave the homestead to the college, an outright gift as a prospective site for a men’s dormitory.

OTHER FACULTY MEMBERS

Standards of linguistic scholarship in those decades are suggested by the fact that several of the faculty men were organized into a “philological coterie” and one year the seniors petitioned to be allowed to present commencement orations in eight different languages! Besides McCabe and Williams, the Payne faculty contained other men of ability and force; Bishop Hughes says they were “made on big patterns”; their impact on the student could not fail to be stimulating. Several had graduate training or the Ph.D. degree from American or German universities, and were widely experienced in travel.

In language there were John Power Lacroix (1857), French and German, writer and translator, a man of “continental” ideas; succeeding him, William Walter Davies (1872, Ph.D., Halle, 1876), German, French, and Hebrew, like Lacroix a voluminous writer, editor of a department of the *Methodist Review*; William Francis Whitlock (1859), Professor of Latin, “Dean of Monnett Hall,” librarian, several times delegate to the General Conference of the Methodist Episcopal Church and, later, acting-president of the college; Richard Parsons (1868), Professor of Greek and principal of the Normal Department (he later served in the City Council of Delaware and like Williams, Nelson and, later, McElroy, had an intense interest in the history of the college); and John H. Grove (1870), Professor of Latin, Principal of the Preparatory Department, and a man of many duties, one of which was the direction of the student battalion.

In science and mathematics, there were three men, Hiram M. Perkins (1857), mathematics and astronomy, William O. Semans

(1857), chemistry and physics, and Edward T. Nelson (1866, Ph.D., Yale, 1869), geology, physiology and botany. As Professor Westgate says in another chapter they had inaugurated the second period of science and had placed it on a more advanced level.

Cyrus B. Austin (1879), emerging as a campus figure in the early years of President Payne, became Professor of Mathematics and is repeatedly mentioned in this book in connection with his services as "Registrar of Monnett," and later Dean of Women; from 1919 to 1924 he was Vice President. Ellen R. Martin, preceptress, was a woman of culture and great earnestness of character, who gave courses in art history; Clara Conklin (1864), teaching English composition and literature, did "veritably a martyr's work in correcting student themes." She also "toned down the soaring eloquence of budding orators." (Most of these instructors are treated in their appropriate place in the chapters on the curriculum.)

The experience of the freshman, as he came to the campus and faced the august faculty of Dr. Payne's day, is given in moving picture form in the following, from the pen of Fred L. Rosemond (ex 1882):

The first floor of Thomson Chapel was occupied by the classroom and laboratories of Professor William O. Semans, who resembled Bismarck, had a formidable mustache and could look like a thundercloud. The classes were large, arranged in tiers (and sometimes tears) and the small, innocent looking chemistry textbook which he used was the toughest study the freshmen had. What freshmen had heard about Professor "Billy" Williams and his language clinic upstairs in Elliott Hall led them to covet a downstairs location, where Professor W. W. Davies ("Dobble-oo, dobbble-oo," or "Bear" in the vernacular) dealt gutturally in German and Hebrew through his glossy black beard.

Back in the campus in practically new Merrick Hall, Professor John Grove taught Latin to freshmen, not only with vigor but at times with what seemed ferocity. Hard by were the classrooms of tall, loose-jointed, exacting Professor Hiram M. Perkins, "Perky," where he conducted the freshman along the slippery paths of geometry and trigonometry and where upper-class men were led into the mountainous wastes of astronomy and calculus. Upstairs in a less rigorous climate, chubby-faced Professor "Ed" Nelson placidly showed the way through the flower-decked fields of botany. Inevitably, later, students became acquainted with Professor Lorenzo Dow McCabe, theologian,

philosopher, author, sometime acting-President. When he called students by name to rise and recite they were expected to continue until he stabbed a forefinger at another student, perhaps clear across the room, with the demand "take it there."



CHAPTER

7

BASHFORD — MODERNIZATION

THE *Practical Student* of November 12, 1891, quoted President Bashford as saying, "We ought to endow at least ten more professorships and provide for the differentiation of our work. . . . Above all we must establish the three great professional schools of Law, of Medicine and of Theology." The great change in the life of the college that came in partial fulfilment of the above words meant that the older, compact, classical, "Gothic" synthesis gave way to modernization, to diversification and differentiation; the Payne age of transition was followed by the Bashford age of transformation. On the basis of a reputation already established, the college was to move forward by leaps and bounds. The older formal discipline was called upon to yield to the demands of the life interests of the student. The need of new departments and the value of specialized instruction were recognized. President Bashford, like Dr. Payne and the early founders, had a keen sense of Ohio Wesleyan's possibilities. His aim was to improve the plant and offerings of the college; to make buildings, equipment and curriculum consistent with the position already held by Ohio Wesleyan in the academic world.

In a spirit of great optimism horizons widened, late nineteenth century Christian liberalism became enthroned in classroom, laboratory and chapel, and the new experimental and Darwinian science came in, all this intellectual advance, however, being cast in a frame of zealous evangelistic religion. "A new inspiration pervades the work of the college," said the report of the visitors and examiners to the Board of Trustees in 1896. By the greatest building program in our history (Monnett extensions, University

Hall, Slocum Library) the appearance of both campuses was transformed. Athletics and physical education became established, and, at the last, a start was made on the new gymnasium. Although in the later years of Bashford the enrollment in the Academy declined rapidly, the college attendance increased. Expansion was in the air; there was every expectation that Ohio Wesleyan would grow out of the college stage and become a real university.

Indeed it might well be said that the Bashford period was the most important in our whole history. Partial contractions were, however, necessary later. Classicism persisted for some time. The university movement, which gave us a medical school in Cleveland, and confidently looked forward to schools of law and theology, it became necessary, in the Welch period, to abandon. Moreover, departmental expansion and the extensive building program called for larger endowment and higher salaries than were in fact secured. Competition now coming in vigorous form from state universities and normal schools called for adjustments. Bashford expansion was destined in turn to yield to the Welch policy of "consolidation and coordination."

THE PASSING OF FORMAL DISCIPLINE

A student of Bashford's day reports that he and his classmates plunged into the formalism of Greek, Latin, and mathematics fully convinced that the harder they worked the more they built up a mental capacity that could be used elsewhere. This theory of "formal discipline" had been one of the guiding principles since the opening of college in 1844, especially for students in the classical course. Professor McCabe had maintained that the object of the liberal arts college was "to develop all the powers of the soul as an end but not as an instrument," and the catalogue as late as 1901 maintained that the classical course was unequalled in securing "correctness in mental processes." Highly inflected languages such as Greek and Latin and "pure mathematics" brought "that precision (which) a growing science, an applied art, or a living and slightly inflected language do not permit."

Ten years or more of change and a tactful avoidance of embarrassment to the older faculty were necessary, says Professor Duvall in his valuable memoir of the Bashford period, before formal discipline relaxed its hold. Electives, new content material, and courses that would relate to life problems began to be substituted for the older requirements. Moreover, the theory of evolution became the accepted basis of courses in biology, thus making it necessary to reckon with possible opposition on religious grounds. "Bashford's vision of the future of Christian education was in advance of the church," says Judge George B. Harris (1900); "it took high courage to chart new courses for Ohio Wesleyan." (In reality the process was not completed for twenty or more years, at least not until the adoption of Dean William E. Smyser's "socialized curriculum" in the period of President Hoffman. By successive stages Ohio Wesleyan became a "new college," to use Dean Smyser's words.)

But it was not Bashford's ideal to press newer theories too far. Both he and Professor Duvall, a firm believer in the changes that came in with the new president, recognized at the same time the greatness of the men of the older faculty and certain merits in the older educational ideals. Ohio Wesleyan was fortunate that it had on its campus as late as Bashford's time, Merrick, McCabe and Williams, the great trio of founders, teachers through half a century, and Perkins, whose career also reached back to early days—upon the "convincing personalities and human potential" of such men our college foundations had been laid. Duvall says:

The bigness of these dominant personalities was due to the unquestioned authority of religion in shaping their lives, and to the prominence they gave to duty, conscience, loyalty, devotion, and reverence in their thought and work. . . . In that age wisdom and character was the educational objective rather than knowledge and efficiency. . . . With the upswing of science, however, the trend was toward the hegemony of knowledge, with emphasis on its discovery, expansion and use, and the inner life with its emphasis on imponderable meanings and values has receded into the background. . . . Wisdom has given place to efficiency. . . . A college as a maker of men needs more than specialized knowledge and an approved pedagogical technique; educational efficiency is a poor exchange for the convincing bigness of such men as Merrick, McCabe, Williams, and Perkins. Men who aspire to shape the lives of undergraduates should strike their roots deep in the soil of life's culture and experience.

SPECIALIZATION AND HIGHER PROFESSIONAL STANDARDS

To examine it in greater detail, the "new spirit" of Bashford meant more natural science (physics, zoology, geology), and newer methods of teaching it; it meant new departments of speech, history, French, English, Bible, and economics. The new ideal of specialization brought an emphasis on professional preparation, on a nonclerical type of training, on the Doctor of Philosophy degree or its equivalent, on travel and study in Europe or graduate work in the universities of this country. All of it together constitutes perhaps the greatest single forward step in scholarship in our history. One of Bashford's reports says:

Twenty members of the teaching corps have recently studied in Europe, and Professor Davies is now abroad. . . . To the age, experience, and tried ability of the older members of the faculty, the new members have brought the enthusiasm of youth, the most recent advances in learning and the latest methods of instruction. . . . The lecture, the library, and the laboratory supplement the textbook.

A report of the visitors and examiners says:

The progressive views of our most excellent president are commended by all. The increased opportunity for electives we believe to be in the right direction, and the discarding of the *memoriter* plan of recitations for that of *original investigation* is a great blessing to the students of the university. . . . No textbook can be exhaustive.

The Bashford appointments during the years 1890-1900 included persons of importance well remembered by present alumni. In 1889 William G. Hormell was made tutor of mathematics and physics and after advanced work at Harvard he became, in 1893, assistant professor and in 1894 Professor of Physics; thus physics broke away from chemistry and became a new department. In 1890 Robert Irving Fulton became Professor of Elocution and Oratory (he or Professor Trueblood had done part-time work for years), and in 1892 the School of Oratory was established, with Fulton as dean. In 1890 the work in modern languages was divided, Miss Clara Nelson becoming instructor (later Professor of French), and Davies retaining the work in German and Hebrew.

The year 1891 brought perhaps the most significant change in science in Ohio Wesleyan history up to that day. By the adoption



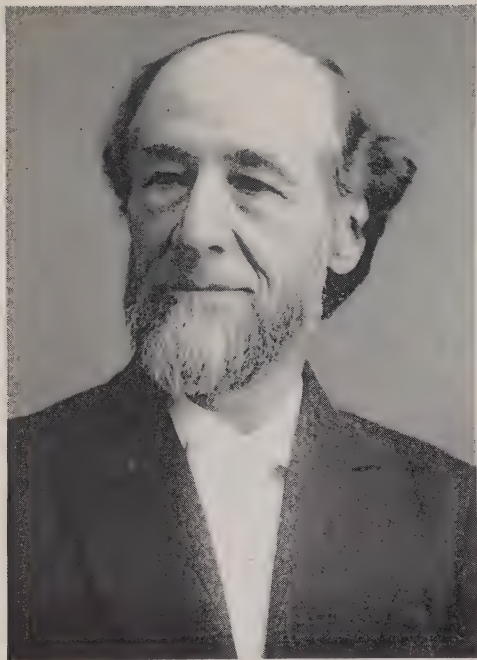
The early Bashford Faculty. *Standing:* Grove, Meck, Blakeslee, Mrs. Delia Williams, Austin, Davies, Perkins, Whitlock, Fulton, Conklin, Parsons, Miss Nelson, Miss Troeger. *Seated:* Miss Dole, Miss Martin, McCabe, President Bashford, Williams, Miss Stanley, Miss Conklin, Nelson, Leavell



Mrs. C. B. Austin



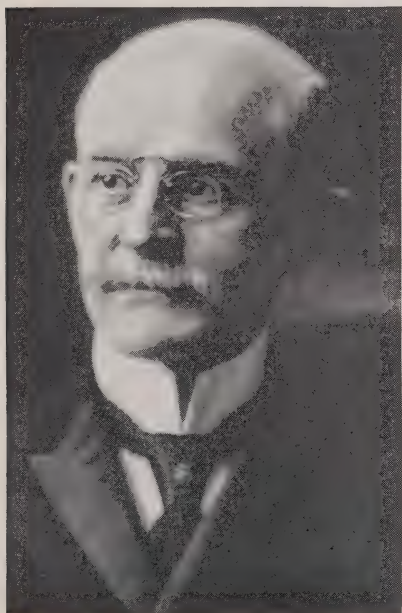
Cyrus B. Austin, Professor,
Dean of Women, Vice President



Charles H. Payne,
President, 1876-1888



James Whitford Bashford, President,
1889-1904



Richard T. Stevenson, Professor 1893-
1919; Vice President, 1909-1919

of a report presented by our distinguished trustee, ex-President Rutherford B. Hayes, Professor Nelson's work in "Natural History" was divided; he himself retained the courses in physiology and geology and a new chair of biology was created to which Edwin G. Conklin (1885, Ph.D., Johns Hopkins) was elected.

In 1893 came one of the most important of Bashford's appointments and the inauguration of another department. The work in history, given through the decades by various instructors, was now to be greatly expanded and headed by Richard T. Stevenson, Ph.D., Ohio Wesleyan, a graduate of the class of 1873, who came as Professor of History and English Literature (later Professor of American History). As former student and now professor, he served as an important link between the old college and the new, and immediately became a major campus and off campus figure. Besides the stimulus of his broad culture and new classroom methods, he served as secretary of the faculty and, later, as vice president. In 1893, also, work in missions and comparative religion also opened up, being fostered by F. L. Wharton (ex 1864), pastor of William Street Church, and others. At first under Oscar W. Willits and later, under William F. Oldham, full or part-time instruction was offered.

A group of able, influential men came during the years 1895 to 1900 and reorganized old departments or formed new ones. In 1895, after McCabe's resignation, Trumbull G. Duvall, Ph.D., became Professor of Philosophy and instituted marked changes in that field, also introducing new ideas in experimental psychology. In 1898 Edward L. Rice, Ph.D., became Professor of Zoology, to carry further work begun by Conklin. In 1900, a cardinal year in Ohio Wesleyan, there were three new departments established and three names added to the galaxy. Rollin H. Walker, S.T.B. (Ph. D., 1908), came as Professor of English Bible, Lewis G. Westgate, Ph. D., as Professor of Geology, and William E. Smyser, M. A. (Litt. D., 1915), as Professor of English. (Student sentiment and obvious need had for thirty or more years urged on successive administrations the formation of a Department of English.)

Several of these Bashford appointees were active participants in his new program of reorganization. Their coming in the decade 1890-1900 reminds us of the coming to Delaware, fifty years

before, of Merrick, Williams, McCabe and Thomson—to establish the college. In a sense they were a new group of founders; their work is treated more fully in the chapters on the curriculum.

Important additions a few years later were the organization of a Department of Economics, under Professor Leon C. Marshall (1900) and the coming, in 1905, of Benjamin L. McElroy, Ph.D., as Professor of Theology (later Applied Christianity), and of Russell B. Miller, Ph.D., in English Bible and Greek, in 1907 appointed Associate Professor of Biblical Literature and librarian (Professor, 1910). In 1906 George O. Higley, Ph.D., succeeded Semans as Professor of Chemistry. Although Bashford resigned in 1904, it can be seen that the transformation of the Ohio Wesleyan faculty was in large degree his work.

From the *Transcript* in 1897 we get an interesting cross-section view of what was going on in several of the classrooms in those years. Stevenson was giving work in English and American history, in Shakespeare and old English ballads. A class under Duvall was discussing Theism, one under Oldham, comparative religions, and Grove's law class was using "Blackstone as collateral." Semans was giving laboratory work in analytical and organic chemistry, and Mann in botany was dealing with moisture in plants. Miss Martin had classes in Romanesque and Norman architecture, and Blakeslee with his "Euterpean Musical Union" was practicing Saint-Saëns' *Samson and Delilah*.

Williams' students working in the Greek New Testament, Parsons' in Aeschylus' *Agamemnon*, Davies' in Schiller's *Maria Stuart* and Goethe's *Faust*, Miss Nelson's in Hugo's *Ninety-Three* and Moliere's plays—we have reason to believe that for many students all this meant busy, interested language and literature study, with perhaps little of our present-day nervous discussion as to its value! Perkins and Austin gave introductory and advanced mathematics.

This picture cannot fail to impress us; Ohio Wesleyan classroom work had dignity and depth and was modern in tone. Like the work in all colleges of that day it was somewhat lacking perhaps in curricular breadth and somewhat deficient in social science and pre-vocational courses, but it was nevertheless a vigorous effort at liberal arts culture, an authentic handing down of

the cultural inheritance of the western world, besides having no small degree of practical application.

But the "faculty load" was heavy; with the curriculum expanding and student enrollment increasing, faculty burdens did not become fewer. The 973 students of the last year of Payne (1888) had grown to 1271 for the fourth year of Bashford (1893). The enrollment under Bashford with his over-worked faculty, his small staff, and with both college and academy to supervise, was almost as large as it was forty years later with a greatly expanded faculty and administrative system.

One looks in vain in those years for a dean in the present-day sense of the word. Professor Austin administered Monnett and carried full class work. Faculty men, most of them carrying full teaching schedules, filled the offices of "dean," registrar, treasurer, librarian, editor of the catalogue, and director of the museum. The obligations of the faculty to the patronizing conferences and to the General Conference were much greater than today. To cite instances of the added burdens carried by each man and of the extra demands made on almost every one in the faculty is not our purpose here. Especially in the case of Austin, Grove, Nelson, Stevenson, Whitlock, Duvall, and Williams, the work was complex and never ending.

Bashford said he had never seen a harder working body than his faculty and repeatedly asked the trustees to increase salaries above the \$1600 limit. Sad to relate, there were several breaks or near breaks in health, and the tragic, premature death of Nelson may have been due in large part to overwork. Bashford's breakdown and trip to Europe for recuperation (1897) was followed by some lessening of his load of administrative detail. Duvall succeeded Whitlock in the library and later became dean.

JAMES WHITFORD BASHFORD

The life of James Whitford Bashford deserves more extensive treatment than can be given here. His career had real significance even before he came to Ohio Wesleyan; after leaving Delaware, also, great achievements were destined to be his. Although real justice cannot be done him in these pages, at least a brief sketch of the life of this remarkable man is in

order. Born May 27, 1849, the son of a pioneer preaching family in Wisconsin, he had a youth of hard work on the farm and is said to have memorized Greek declensions by repeating them to himself as he followed the plow around the field. Going to the University of Wisconsin in 1867, as a classical student, a member of a literary society, a debater, orator, and editor of the college paper, he revealed that vigor, ability to work, love of books, rapidity of thought and action, interest in government, sound ethics and philosophy, that he was to show in later life. He was greatly influenced by Dwight L. Moody, whom he heard preach in the State Capitol at Madison. He openly committed himself to religious work in college and to the ministry as a career. For a short time he served as a tutor of Greek.

At the Boston University School of Theology, to which he went in 1874, he met up with several Ohio Wesleyan men, among them Richard T. Stevenson (1873), and Wilbur P. Thirkield (1876). The "personalism" of the philosopher, Borden P. Bowne, the preaching of Phillips Brooks, and the writings of Ralph Waldo Emerson were added to the classical tradition, and to the liberal atmosphere to which he had been exposed at Wisconsin, to make up the total stream of thought currents that comprised his education. In 1880 he attained the Ph.D. degree. Foreign missions, woman suffrage, and temperance reform were among the causes to which he gave his support.

The churches he served as minister were located in Boston, Portland, Maine, and Buffalo. An incident of note in the early days of his ministry was the encouragement he gave to Hamlin Garland, a restless western boy; finding him a diamond in the rough on the prairies of South Dakota, Bashford led him to take up study and realize his literary ambitions. In 1889 Bashford spoke at William Street Church on the subject "The Romance of Modern Missions." President Payne had resigned and Dr. John A. Story (1872) and others urged David S. Gray, President of the Board of Trustees, to consider Bashford for the presidency. Gray and Rutherford B. Hayes made the offer to him. So great was his devotion to the pulpit, however, that a second invitation, a letter from Professor Merrick, and other urgent pleas were necessary to bring him to Delaware. He came (1889) a man of

forty years, of fresh, boyish appearance, buoyant and optimistic. (Professor McCabe had served for a year as acting-President.)

In discipline matters Bashford's appeal was to the "manly and womanly dignity of the students," but the rules of the Payne period that still remained in force, were at times firmly applied. Although a vigorous administrator and scholar as well, Bashford's dominant interest was in interpreting life's meanings to students, and in stirring the depths of their religious natures. For that day a liberal of an advanced type, accepting the theory of evolution and the findings of Biblical criticism, he was nevertheless an ardent evangelist. His deep missionary interest finally led him in 1904 to accept the call of the episcopacy in China and, significant as was his college presidency, his work in the Far East was perhaps even more important. Keeping in close touch with Chinese leaders and with authorities in Washington, he urged upon President Taft the recognition of the new republic and in 1915 pointed out to Secretary of State Bryan the gravity of Japan's twenty-one demands. One of his books is *China, An Interpretation*. He lived at an exhausting pace, died in 1919, and was buried in Oak Grove; there his stone may be seen in a group with those of Grove, Parsons and Austin.

The character of this great man left indelible impressions on those near him. Judge George B. Harris (1900), in his student days acting as assistant secretary and "handy man" in the Bashford home, often played dominoes and croquet with the president. Duvall says that Bashford was the most single-minded man he ever knew, and at the same time the most versatile. "He was open-minded and frank, even to the point of the ingenuous. . . . He was a man of unselfish, understanding bigness." To McElroy, Bashford appears as a son of the frontier with a mind open to all new truth.

His close friend, Bishop Oldham, once said, "If Bashford's views were widely known, some would think he was tearing everything to pieces." He went to Boston expecting to become a Unitarian minister but he was saved to the Methodist church by the preaching of Phillips Brooks.

Walker says, "Bashford took us young cub professors to his office and made us feel as though the whole university rested on our shoulders. He was an extraordinary listener. When in his

presence I always resolved not to talk, but he beat me out every time. He was like a ringmaster in a circus. He would make me ride bareback and jump through the tissue paper hoop." After conducting a revival service, "upon meeting up with Clarence Darrow on the Pullman train, he was perfectly at home in conversation with that noted agnostic." A professor once found him in chapel at six o'clock in the morning practicing his baccalaureate address. Professor Rice says Bashford was one of the very few really great men that he was permitted to know intimately. "Denied the joy of fatherhood in his own home, he adopted the student body and the younger men in the faculty."

THE CAMPUS TRANSFORMED—"A COMMANDING STRUCTURE"

Before his resignation, with student enrollment far exceeding Thomson Chapel accommodations, Dr. Payne had laid out what was practically a blueprint for the University Hall-Gray Chapel building later constructed. He said it should include a chapel auditorium seating 1500 to 1800 people, should have recitation rooms, administrative offices, a commodious Y.M.C.A. room, a "military drill room" in the basement, and three or four literary society halls on the upper floors. And he announced in 1888, the pledge of "Brother David S. Gray" of \$10,000 toward the building of this much needed structure. While acting-President, Professor McCabe had himself made a plea for a chapel—"somewhere midway between the university and Monnett."

Immediately after Bashford took office, he plunged into the great building program of 1890-1893; this involved the carrying out of proposals already made, the removal of Elliott Hall to its present site, the construction of University Hall-Gray Chapel, and, on the other campus, under Professor Austin's initiative, extensive additions to Monnett. The Bashford period also saw the demolition of Thomson Chapel, the building of Slocum Library and of the small Perkins Observatory, and the taking over for the Art Department of the Campbell property, which became Lyon Art Hall.¹

¹ On June 18, 1890, a recommendation of the trustees' committee that Elliott Hall be moved (the former gay Mansion House had become quite shabby) and that the site be occupied by a new administration hall and

The construction of University Hall-Gray Chapel was in Bashford's own words, "the greatest undertaking since the opening of the college in 1844." In 1889 David S. Gray reminded the board of his earlier offer toward a building to include a chapel auditorium in memory of his father, David Gray, a sturdy Ohio pioneer preacher. "An earnest discussion ensued; a subscription total of \$16,300 was raised on the spot and Messrs. Belt, Lyon, Gray and Merrick were appointed a committee to push the subscription during the current commencement week." A year later, Dr. John M. Barker, financial secretary and special agent, announced that large sums were being raised in Delaware, Columbus and elsewhere. The new building was to be "a commanding structure, somewhat in consonance with the reputation which the college has established for itself."

President Bashford and Dr. Barker visited colleges widely distributed throughout the country, studying construction plans, heating systems, and methods of financing. Meanwhile, the *Transcript* and *Practical Student* called out for more room. "Never has the college been in the present predicament. Students are clamoring for admission, but there is no place for holding divine worship and no place to hold class and society meetings." For a time St. Paul's Church was used for chapel services. Mr. J. W. Yost was chosen the architect for the new building. The campus must have presented a busy scene with the hundreds of students weaving back and forth amid the confusion of the building operations. "Mr. Dickenson ('Joe Dick,' the attendant in Sturges Library) is in favor of having a parlor in the new building, where the young ladies and gentlemen may spend their leisure moments in conversation or otherwise . . . This would

chapel, was adopted. The removal of the building to its present site proved to be a difficult problem, not solved until 1891. "The hall was found to be of oak and walnut throughout and was more than twice as heavy as any of the contractors who bid for its removal anticipated." The Honorable T. E. Powell of Columbus, son of the Judge Thomas W. Powell who officiated at the first stone laying, laid the stone the second time. Years later, in 1903, on the night of July 4, the roof of Elliott caught fire, "doubtless due to fireworks"; extensive damage was done which cost thousands of dollars to repair. This hall has been used by the Departments of Physics, Education, French, Latin, and Home Economics.

greatly relieve the library." The library social problem! A social center, 1893!

The total cost of the building was about \$180,000. To Mr. Gray, Dr. Barker, President Bashford and ex-President Charles H. Payne, Secretary of the Board of Education of the Methodist Episcopal Church, our thanks are due for raising this sum—for that time a great undertaking. The commanding structure that resulted was considered one of the most imposing college buildings in the United States.

Elaborate dedication exercises made the commencement season of 1893 most memorable. On June 20, 1893, Governor William McKinley delivered a memorial address for our ex-trustee, Rutherford B. Hayes; Dr. Payne took the floor and by subscription raised \$15,000 toward the payment of the debt. On June 21, speeches were made by the Honorable John Sherman, United States Senator, Mrs. Anna Sanborn Clason, class of 1859, and Dr. David H. Moore, editor of the *Western Christian Advocate*. At the dedication ceremonies held in the afternoon, Bishop Henry W. Warren delivered the dedicatory sermon, to be followed by Dr. Payne in a vigorous attempt to raise the residue of the debt. "Chaplain McCabe was there to lead the singing. All who have ever been present when Dr. Payne or Chaplain McCabe or both of them came in conflict with a church debt know the result," said the *Practical Student*. Dr. Payne, in a striking exhibition of his peculiar abilities, raised the dedication subscription total to \$44,000, leaving only certain incidentals to be provided for. The doxology was sung. The building was presented to the trustees by Mr. Gray and was formally dedicated by Bishop John M. Walden. On all sides, enthusiasm reigned. A spirit of congratulation and good feeling pervaded the campus.

As the various parts of the new structure came into use for administrative work, recitations, chapel services, literary society meetings, and other purposes, it appeared to all that the year 1893 was the greatest in the history of the college, and that James W. Bashford was succeeding in his great undertakings. The venerable Professor Merrick had lived to see this great consummation. But still another high point, the semi-Centennial celebration, lay ahead.

THE SEMI-CENTENNIAL CELEBRATION 1894

According to the 1889 catalogue, the year first agreed upon for the semi-Centennial was 1892; the trustees, at the meeting in June, 1890, adopted resolutions to that effect and a committee was appointed to make plans. We may well agree that the year of the granting of the charter was the proper year to celebrate. Why was 1894 substituted? Perhaps because Gray Chapel would not be finished, or because that year would mark the semi-Centennial of the actual beginning of college work. The occasion brought an unprecedented attendance of alumni and friends of the college.

The program of the semi-Centennial, which coincided with the 1894 commencement week, is given in Nelson, *Fifty Years*, and the speeches delivered are recorded in detail. The list of names of alumni and friends who delivered addresses included a future president of the United States, a future unsuccessful candidate for the presidency, a future vice-president, several governors of states, editors, active or former college presidents—one of them W. F. King (1857), President of Cornell College—a prominent scientist, several outstanding lawyers, business men, and ministers. The name of Francis J. McConnell (1894) stands out as the representative of the student body. It was a six day jubilee of addresses, reunions, concerts, and student exhibitions.

The Honorable John D. Van Deman (1851) retold the story of the founding of the college when he was a boy in Delaware; there was no doubt in his mind that Lucy Webb was our first "co-ed." W. D. Godman, our first graduate, was detained and sent only a congratulatory note. The Honorable William T. McClintick, a son of Augusta College, adopted as an Ohio Wesleyan alumnus, spoke for the old pioneer Kentucky school. The Honorable Charles W. Fairbanks (1872) emphasized the essentially democratic life of Ohio Wesleyan and the equipment of her graduates for the duties of citizenship. Governor McKinley, who received the degree of Doctor of Laws, made only an informal speech.²

² Ex-President Payne, with his usual boldness, and with many political leaders in his audience, made a long speech, a frontal challenge to poli-

Amos E. Dolbear (1866), perhaps then our greatest alumnus in science, spoke for the graduate in his field.

When the class of 1866 was in college we heard nothing about evolution or thermo-dynamics. . . . It is right for a college to go slow; there is not a little today that is dubbed evolution which is certain to become obsolete. Science has really brought to us a new heaven and a new earth, though not the one wherein yet dwelleth righteousness.

Speeches were also made by Wilson M. Day (1871) on the graduate in business; by Arthur Edwards (1858), Editor, *Northwestern Christian Advocate*, who spoke for journalism, and by Dr. Spencer M. Free (1877) for medicine. A message was read from the Honorable Henry C. Hedges (1850) on the graduate in law.

A poem "Alma Mater" was composed by E. J. Wheeler (1879), at that time editor of *The Voice* and later editor of the *Literary Digest* and *Current Opinion*. One stanza from a poem also entitled "Alma Mater" by Ophelia Forward Brown (1867) reads:

*We crown her heroes, those who knew
The burdens of an earlier time—
Great souls that touched our own, and drew
Our plodding steps to ways sublime.*

Professor Nelson's "Striking Statistics," prepared for the semi-Centennial, presents a summary of the careers of the 2,187 graduates. In the field of education "hundreds" of our graduates had gone into academy and public school work; 140 had been college professors; 43 had the Ph.D. degree; 14 the M.A.; 40 had become college presidents. In law 289 had been admitted to the bar; 100 had had some formal law school training, and 70 had received the law degree. In the ministry, of 410 alumni, 114 had

ticians, partisans and demagogues, attacking the recent statement of United States Senator Ingalls of Kansas that the purification of politics was "an iridescent dream." "No wild-eyed anarchist, with his uncurbed tongue, is doing half as much harm as unprincipled men who stand inside the halls of Congress." An answer to Dr. Payne came from ex-Governor Charles Foster of Ohio who followed him on the program. Pleas for the type of education the liberal arts college strove to embody were made by several speakers. The Honorable John W. Hoyt (1849), ex-governor of Wyoming, and perhaps at that time our best known alumnus, offered a definition of the college graduate which reflects the cultural standards of that day, giving much emphasis to language, literature, and a general knowledge of science, art and philosophy.

attained divinity degrees; the roll of missionaries contained the names of 80 persons; 108 alumni had received the degree of M.D.; and 46 were editors. That in the first fifty years of the college such a striking number had become public schoolmen, college professors and presidents, is a fact that few of us today realize.³

Scholarship and graduate research standards in 1894, as revealed in a statement made by Nelson—"a passion for study and research seems to have been begotten in these later years and our alumni are inflamed"—may well lead us to take stock of our research achievements today.

THE END OF THE DORIC FRONT

For about forty years our growing library collection had been housed in the alcoves of the second floor of Sturges Hall. The offer of Dr. Charles E. Slocum of Defiance, Ohio, to erect a library building, which was to have "superior materials, scientific appliances for light and heat and air, facilities for preserving, classifying and cataloguing books and numerous seminary rooms," meant a series of visits to city and college libraries by President Bashford, Dr. Barker and Dr. Slocum to obtain ideas of construction. A heated controversy arose over the location of the building, and a demand was made that Thomson Hall be demolished. That the old chapel building was inadequate and hard to heat and ventilate may have been true, as Dr. Slocum and others pointed out, insisting that the library should have this central site.

But Thomson with Elliott on one side and Sturges on the

³ Prominent among our college presidents since Nelson's tabulation have been William H. Sweet (1872, Kansas Wesleyan); William F. McDowell (1879, Denver); John L. Hillman (1886, Simpson); Guy Potter Benton (1886, Miami, Vermont, Philippines); Albert E. Smith (1887, Ohio Northern); Edwin Holt Hughes (1889, DePauw); John G. Crabbe (1889, State Teachers' College, Greeley, Colorado); Frank L. McVey (1893, Kentucky); Francis J. McConnell (1894, DePauw); George R. Grose (1894, DePauw); Morris P. Shawkey (1894, Marshall); Walter E. Clark (1896, Nevada); Karl T. Waugh (1900, Dickinson); Larkin B. Bowers (1905, Kansas Wesleyan); Frank J. Prout (1906, Bowling Green); James E. Coons (1906, Iowa Wesleyan); Alfred F. Hughes (1907, Evansville, Hamline); Murray Titus (1908, Lucknow Christian College); Charles B. Ketcham (1913, Mount Union); Alvin R. Keppel (1917, Catawba).

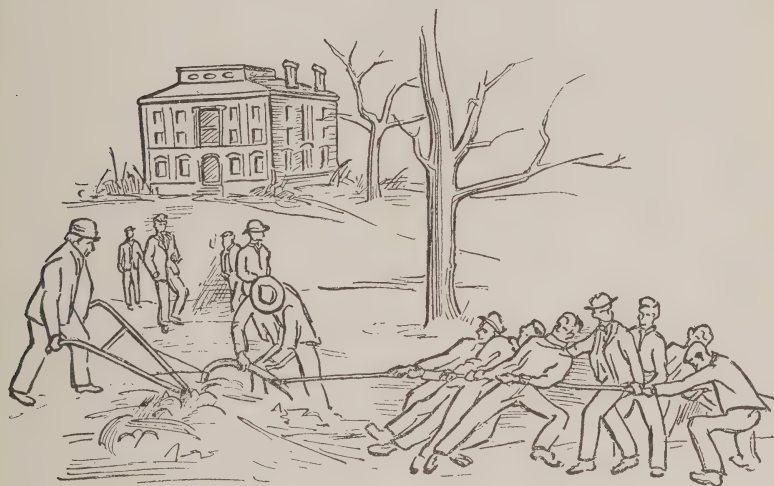
other, had since the fifties presented the "Doric front," a facade that must have had through forty years an appeal to those with eyes to see. Shabby though the interiors may have been at times, this front in its total design had claims to artistic beauty, as a glance at any picture will reveal; a cluster of traditions had centered around these buildings. We have seen that Elliott Hall had been reproduced on a Staffordshire plate; the design of all three buildings had been done in a steel engraving in 1855 in the *Ladies' Repository*, the magazine of which President Thomson had been editor. With the front already partly broken by the removal of Elliott and the building of University Hall, would Thomson (perhaps the most impressive structure architecturally the college has ever had) now be torn down?

The executive committee of the Board of Trustees, composed of President Bashford, Aaron J. Lyon, Isaac F. King, Thomas E. Powell, and Gaylord H. Hartupee, on July 4, 1895, went on record as opposing demolition. "We must earnestly represent to Dr. Slocum that it is our desire unanimously expressed and the desire of many members of the board that some site other than the present location of Thomson Chapel be selected for the new building." It was considered inadvisable to attempt to move the old structure to a new site. After heated controversy the will of Dr. Slocum prevailed; Thomson Chapel was torn down. Further misunderstanding followed; at one time there were two superintendents of construction, one employed by the executive committee and another by Dr. Slocum. A note of tragedy was also struck in the death by accident of one of the workers on the building.

The unity of the "Doric front" was now completely broken. Of the time-honored trinity of buildings, only Sturges remained, its exterior solid, Doric, simple and impressive, whatever the condition of its interior. True it is that the new buildings were more commodious and practical, and University Hall, standing on its eminence with its stately tower, is a building of truly noble proportions; the Renaissance front, too, of Slocum is not unpleasing, although as much cannot be said of the rear and the south wing. But the critic might well say that the new facade presented by the line of buildings failed to reveal the integrity of impression, artistic finality, and scholastic synthesis that the three old vener-

ables had presented. Attempting to give educational meaning to architectural symbolism, one might suggest that the change from the old facade to the new coincides with the end of the "Gothic age" in American education, an age abstract, classic, integral, serene, and "ideal," and with the emergence of the present-day period, eclectic, diverse, "practical," and (shall it be admitted?) confused.⁴

Just before Bashford's resignation, through the generosity of the widow and sons of the late John Edwards, \$30,000 were sub-



Breaking Ground for Edwards Gymnasium

scribed toward the erection of a gymnasium in his memory. Additional funds were forthcoming and the ground was broken for the new structure on March 28, 1905, acting-President Whitlock

⁴ Other building operations of the Bashford period included the completion of the northeast front of Monnett (1890), the building of the north or dining-room wing, and later, the addition of the "Linda Gray" porch. Professor Austin showed insight in insisting that the old basement eating center be abandoned and the structure rounded out in this way by a loan from the permanent funds. The enlarged Monnett attracted wide attention; indeed for a while it was a real "show place." The small well-equipped Perkins observatory was constructed on the Barnes property. On the main campus the sulphur spring was furnished with a new basin (through the efforts of Professor Stevenson), and the knoll in the front part of the campus which "obstructed the view" was cut down.

holding a plow that was drawn by about a hundred students in harness. The building was dedicated February 22, 1906.

THE UNIVERSITY MOVEMENT

The great forward steps taken by President Bashford, together with the wide reputation Ohio Wesleyan had already built up, placed her relatively in the highest position she has ever held among the colleges of the country. The college having this recognized position, and a pronounced expansive spirit prevailing, it was natural that the earlier dream of establishing "a great Methodist university" be revived. Even *Le Bijou* (1894) gave expression to the feeling. President Bashford, as is shown by his words quoted at the beginning of this chapter, was its enthusiastic exponent, as was also Professor Williams.

Schools of Theology, Law, Medicine, and Technology . . . will come in the course of time and the charter of the University was specifically amended years ago (1851) so as to permit the location of our professional schools at any desirable point in the state, if not in Delaware.

The optimism of the leaders of that day seems to have been unbounded.⁵

But the overexpansion tendencies encountered obstacles from the start; the state universities and state normal schools were rapidly growing; and Ohio Wesleyan continued to draw relatively fewer students from Indiana, Illinois, and other western states than in an earlier day. The lack of endowment, also, and the small town location of the institution hindered the university movement. In a few years the faculty reversed its decision to grant the degree of Doctor of Philosophy and changed the Master of Arts from a "second degree" granted to all graduates of three years' standing, to one based on actual study and examination.

⁵ Besides the contemplated establishment of professional schools, it was decided to offer advanced graduate work and the Doctor of Philosophy degree. We are surprised to read that it was thought that certain academies in Ohio that were in a state of decline could well be taken over under some plan of cooperation. After the Central Ohio Conference took over the "Ohio Normal University" located at Ada, President Bashford looked forward to the possible "assumption of the management" of this institution by Ohio Wesleyan! Perhaps, too, the Cincinnati Wesleyan Female College might be run as a branch of Ohio Wesleyan, and the Hayes-Payne idea of a "workers' training school" still lingered.

And the movement for a law school got little farther than the amusing proposal that Elliott Hall at the time of its removal become the center of such an institution.⁶

In the case of the Preparatory and Commercial Departments there was a definite expansion in the Bashford era (to be followed by, in each case, retraction in the era of Welch). Also the School of Oratory and the Military Department expanded. But by far the most conspicuous example was the taking over of the College of Physicians and Surgeons in Cleveland, and the establishment and existence for fourteen years (1896-1910) of an Ohio Wesleyan "Medical Department" in that city.⁷

But the relationship was a tenuous one from the start. The graduates of the Medical Department were, it is true, listed in the catalogue as graduates of Ohio Wesleyan, and *Le Bijou* gave space for pictures and jokes of the medical students. But there were delays in the construction of the building, and neither institution proved to be much of a feeder to the other. After an experience of fourteen years, and in connection with the Welch policy of consolidation, the ambitious medical school enterprise was, as will be seen later, given up (1910).

⁶ The dream of a theological school had been entertained continuously for forty years. It had a substantial basis in the large numbers of students Ohio Wesleyan sent to other institutions to prepare for the ministry, but it finally fell on the rock of the failure to secure the "four professorships." A near realization of this dream came, however, with the offer by Phineas P. Mast of Springfield, Ohio, trustee, founder of *Farm and Fireside* and *Woman's Home Companion*, of an estate loosely estimated as being worth \$600,000. The plan was to establish a theological school in Springfield. But, due to various complications, the college in the end realized not more than a fraction of the amount. Fortunately perhaps Ohio Wesleyan did not establish a theological school. Thus it resulted that our students continued to go to Boston, to Drew, and elsewhere for their training in divinity.

⁷ On March 26, 1896, in the first mid-year session of the Board of Trustees, held in the Hollenden Hotel, Cleveland, a proposition was adopted accepting the Cleveland institution as a department of Ohio Wesleyan. A site for a new building was proffered by the First Wesleyan Methodist Church, to be built by subscription pledges as soon as the "prevailing financial stringency" eased up. An important proviso adopted by the board was "the said Ohio Wesleyan University shall in no event be held pecuniarily liable for any matter or thing pertaining to or growing out of such union." Thus the project was undertaken and the first medical degrees were granted in 1897.

The problem of what effect the rising state universities, normal, and high schools would have was serious. For a while, as President Bashford's reports show, he became an ardent champion of the Ohio liberal arts college. He insisted that the state university should develop industrial and agricultural education and graduate and professional schools, but pointed out that unfortunate competition would follow if liberal arts undergraduate work were offered parallel to that given in the thirty-two private colleges in Ohio. The minutes of 1896 say, "In view of the increasing competition of state universities some more thorough way of advertising the university should be devised." There was an increase in the number of students admitted from high school by diploma, rather than by examination, and it was clear that in time the rise of the high school would affect the Academy enrollment. We are not surprised to read that at one time William G. Hormell was appointed college agent to visit summer camp meetings and assemblies and distribute college literature. It was a hint that the age of "promotion" was approaching.

STUDENT LIFE UNDER BASHFORD

In the years of Payne and the early Bashford period, before the fraternities established their eating tables, the men's boarding club was at its heyday. This institution, like the literary society, the religious revival, and the town note reception system, has gone, leaving scarcely a trace. The *Transcript* and the memoirs of alumni, however, reveal the characteristics of the club, its stern economies, often coarse food, rough humor and democratic fellowship. Conventional boarding-house jokes and rough jibes at the strength of the butter and the toughness of the pancakes were for several decades characteristic features of masculine social life, and not infrequently the faculty and the men themselves found lectures by professors on table manners desirable and necessary. The "Excelsior Club" founded in the late eighties had as one of its purposes the elevation of the "college boarding place to a more respectable atmosphere" (its motto, however, was "Wir leben zu essen—nicht essen zu leben"). The names of some of the other clubs of the eighties or nineties were "The Williams," "Robert's," "Doan's," "Keating's," "Patterson's," and "Ely's."

As to discipline, Professor McCabe in his acting-Presidency (1888-1889) denounced "rebukes, threats, suspicions and espionage. . . . Never in our history has there been more decorum and propriety in our chapel service." President Bashford in turn said, "We doubt if an equal number of young people can be found who are so anxious to make the most of themselves or who live uniformly on so high a religious and moral plane." In his enthusiasm for missionary work he built up a group of student followers, some of whom were ready to go with him to the ends of the earth. He made a practice of cultivating able student leaders, urging them to go into the ministry or some other field of work. To his religious revivals many alumni look back as marking the awakening of their moral and spiritual life.

That Bashford's spirit was kindly and fatherly does not mean that the period was one of relaxation of discipline. The "walking rule" may have been indifferently enforced, but the "theatre rule" and other regulations were retained, the students being frequently reminded that while in Ohio Wesleyan they should abide by college customs; at one time it seemed that not only smoking on the campus, but the very habit itself was to be forbidden.

The most notorious discipline case was the "hazing episode" of 1893—the "Delaware sensation," as exploiting city papers dubbed it. Two "secret class fraternities," a Delta Omicron Alpha and a Sigma Zeta Nu, were involved; a student was tied in a barn; the faces of several students were branded with nitrate of silver and they suffered further mistreatment. The offense at first appeared extremely grave and brought immediate faculty dismissal for eight sophomores. Incipient court proceedings followed and the episode seems to have influenced action by the state legislature against college hazing. But it was soon seen that the victims were not to suffer permanent disfigurement; in fact the affair became a matter of casual and even humorous comment on the streets. Moreover, such exaggerated reports of the incident appeared in the papers, that the faculty felt called upon to come to the defense of the very culprits they had suspended, and later the trustees recommended that in due time the college should take measures to reinstate them. A fortunate result was the prohibition

of the secret class fraternity, an institution that now for many years has been practically unheard of.

But the legitimate national fraternities, which had been recognized and stabilized under Dr. Payne, were growing stronger, were giving up their down town quarters, moving into their houses and taking on their present-day tone. Student government in the form of proposals for a "Student Senate," and even for a plan of control of the conduct of examinations, both of which projects we associate definitely with the period of Welch and Hoffman, received some attention in Bashford's day. In 1896 Professor Duvall and a group of students made a notable effort to inaugurate an honor system on our campus, thus pointing the way to the future.

While perhaps the good old days of literary societies were passing (the former classic period of Zetaganthean, Chrestomathean, Athenian, Clonian and Athenaeum), the institution was still vigorous. The increased enrollment under Payne and Bashford, indeed, brought a certain revived impetus (Amphictyonian, Castalian, and others, both college and preparatory). As to Monnett social life, the reception system still flourished, with Miss Martin, one alumna says, "grimly nodding her head" in reluctant approval of town note proposals (or Mrs. Newberry later facing the problem). With our present social routine of dancing, movies, and Bun's not yet in vogue, additional "dating" centered around the lecture course, the literary society annual, the sophomore banquet, the elaborate military reception-promenade of the battalion, and the oratorical contest—all decorous and proper, but none the less stimulating date occasions.

Student journalism, which in earlier decades had had such able leaders as Battelle, Wheeler and Jefferson, suffered no decline in Bashford's time; indeed the heated rivalry between the *Transcript* and the aggressive *Practical Student* (Copeland) that covered the early years, brought intensified interest in this field. Although in athletics only slowly did the Bashford period relax the Payne attitude of opposition to "games abroad," nevertheless the years before and after 1900, as such names as Welch, Yost and Rickey suggest, marked the real emergence on our campus of manly sport in its present-day form. Organized physical education, however, made

only moderate headway before the building of Edwards Gymnasium. All these topics are treated more fully elsewhere.

The bright, optimistic Bashford years were darkened somewhat by the brief passing of the shadow of war. About eighty students or alumni, most of whom had been cadets in the battalion, participated in the war with Spain in 1898, approximately thirty being student members of Company K of the 4th Ohio Volunteer Infantry. One account says that in all Ohio Wesleyan furnished twenty-eight commissioned officers. In the 4th Ohio there was a hospital corps under Major Edward M. Semans (1886). Cyrus B. Adams (Academy, 1876-1879) was Lieutenant Colonel of the regiment and Company K was commanded by Bert H. Greiner (1895). Oscar O. Koeppel (1897) was a lieutenant. Among the non-commissioned officers were Harry Cosler (1897), Carl T. Cratty (Academy), William ("Butch") Norton, a prominent athlete, Elbert James Nelson (ex 1900), son of Professor Nelson, Lester C. Riddle (ex 1900), A. K. Harmount (1900), and Ed O. Thomson (1898).

The story of the 4th and of Company K is one of dusty, hot training at Chickamauga Park, Georgia, and of inevitable homesickness; of the trip by transport from Newport News to Puerto Rico, of picket duty and exposure to Spanish fire; of the capture of Guayama; of an unforgettable march over mountain roads; of interesting experiences with the natives; of a period of occupation, and finally of embarkation for the return home. Major Semans as regimental surgeon gave himself to the point of exhaustion to the service of the men.

The happy return home in November, 1898, with its huge crowd at the Hocking Valley depot, succeeding parades, receptions, and post-war reminiscence were not without notes of sadness. Disease had exacted its toll of several town and college boys. Charles E. Lawson (Academy) died at Ft. McPherson, Atlanta, and Avery L. Vertner (ex 1900) and William W. Reed (Academy) died and were buried at sea. In Gray Chapel, on December 4, 1898, a memorial service for town and college dead was held, at which President Bashford delivered an address.

CHAPTER

8

COLLEGE NOT UNIVERSITY

THE administration of Herbert Welch, according to a summary prepared in 1915, brought an increase in the faculty from 44 to 67, in the college from 930 to 1,190, and a decline in the Academy and School of Business from 182 to 36. The student body that had been composed a decade or two earlier, half or more of preparatory students, was now overwhelmingly of college rank. The School of Medicine had been given up and transferred to Western Reserve; the School of Business had been discontinued, and the Military Department dropped. Edwards Gymnasium was completed, Sanborn Hall erected; the Departments of Education and Home Economics were added; under Professor Edmund D. Soper the Department of Missions and Comparative Religion was reestablished, and other departments were reorganized and strengthened; finances were put on a new footing.

This summary makes clear that the Welch period was one of concentration and coordination. Ohio Wesleyan University, despite its name, was to remain a college. The expansionist tendencies of Payne and Bashford gave way to this simpler integration and unity—which in turn yielded to the great expansionism of the period of John W. Hoffman (1916-1928). These alternating waves of rapid spread on the one hand, and stabilization and consolidation on the other, were the pattern our college history followed. "Consolidating territory already occupied" was an important part of the policy of President Welch; he wisely said that the sphere of Ohio Wesleyan was "in college work rather than in a series of professional and technical schools."

Herbert Welch was born in New York City in 1862. Receiving

his A.B. from Wesleyan University in 1887 and the B.D. degree from Drew Theological Seminary in 1890, in 1902-1903 he did work at Oxford University. Having had pulpit experience in and around New York and in Middletown, Connecticut, he served as President of Ohio Wesleyan from 1905 to 1916, and then became Resident Bishop of the Methodist Episcopal Church in Japan and Korea—from 1916 to 1928. He was president of the Methodist Federation for Social Service 1907-1912 and held various important offices in church, in war relief, and in missionary circles in the United States and the Far East. His administration of the college was business-like. A representative of Wesleyan University tradition, a man of refinement, in all public occasions making the most of the event and omitting no propriety or amenity, his chapel talks and lectures were well rounded. A poem of Marie Drennan's asks,

*Do you remember how he spoke to us
Leaning upon the pulpit desk, his hand
Clutched in his coat, that kingly voice searching
Our souls—*

It was an era of good teaching, and of generalized educational interest, with special stress placed neither on classicism and formal discipline nor on highly socialized or pre-vocational subject matter. The age of educational "plans" had not yet come; the professor stood forth in his own right, conscious of the value of his wares; he dealt with his subject and his students in the belief that wisdom was justified of her children. The leading figures in science were Rice, Westgate, Hormell, and Higley; in history and economics, Stevenson, Marshall, and Groat; in English, Smyser; in philosophy and religion, Duvall, Walker, McElroy, Miller, and Soper; in mathematics, Austin, Armstrong, and Konantz; in language, Davies, Parsons, Nelson, Messick, and Stanley. The Welch period saw the ripening and maturity of men who had come under Bashford. There were also able assistants in several of the departments.

The personal influence of the professor was a dominant feature. It was the heyday of "Stevie's history," and Smyser's "Tennyson and Browning" at this time took its place as a college tradi-

tion. "Davies, the beloved and competent 'bear,' stern but with a heart of gold"; "Duvall putting his finger on moral and ethical shams"; "Westgate, the incisive mind, expressing itself humorously—'as long as you can smell 'em, it's biology'"; Walker's startling analogies and spiritual insight—vivid impressions like these hold over from that day.

The process of specialization that had developed under Bashford was bearing fruit and many students were influenced to take on graduate training. In the academic year 1905-1906 Ohio Wesleyan stood first among the colleges of the United States in the number of alumni doing graduate work in Harvard University (fourteen students), and the following year stood second. In the short space of three years two Ohio Wesleyan students were appointed Rhodes Scholars, E. R. Lloyd (1905) and E. E. Lincoln (1909)—only one appointment since that time, Robert Aura Smith (1920). In 1907 the scholastic ideals of Ohio Wesleyan were accorded the approval that came from the installation by the United Societies of Phi Beta Kappa of a chapter on our campus. No period has surpassed that of Welch in scholarship standards.

The compactness of the earlier age had broken down and the horizons of campus intellectual life had continued to broaden. Science was stressed; Christian liberalism and the social gospel found vigorous expression in the faculty and student body, President Welch being a champion of both. In addition to the appearance on the campus of such men as John R. Mott and Robert E. Speer with their message of personal and world evangelism, Jane Addams, Walter Rauschenbusch, Booker T. Washington, and Washington Gladden came with their social and humanitarian appeal. Roosevelt and Wilson progressivism had many followers on the campus. A period noted for its "religion of science" and its "gospel of evolution" could not fail to be one marked by an optimistic belief in intellectual and social progress. Unaware of what lay ahead, the older liberalism enjoyed a glorious inning. The age of catastrophic war and economic collapse with their consequent inquietude, confusion and tragedy lay yet in the future. Life to the student of 1910-1912 was a happier, more buoyant experience than it has been to the student of 1940-1942. Today, older theories of progress are suffering rude shocks.

The broad campus interests of that day are shown by the lecture courses of the year 1907-1908. In the Merrick series the social applications of Christianity was the theme and among the lecturers were Jane Addams on "The Conscience of Women and Social Amelioration," Graham Taylor, LL.D., on "Industry and Religion," and United States Commissioner of Labor Charles P. Neill on "Some Aspects of the Labor Movement." Lecturers and artists on the senior lecture course included Frederick Warde (whose *Richard III* in 1885 had been proscribed), Jacob Riis, the immigrant reformer, Maude Ballington Booth, Madame Schumann-Heink, and Maud Powell, the violinist. Rarely if ever have more significant figures appeared on our campus in a single year. In 1911 Walter Rauschenbusch in the Merrick lectures presented material that appeared in book form in his *Christianizing the Social Order*.

Curriculum changes proceeded on the general principle of "combining general culture with a certain amount of specialized training, enlarged freedom of election and increased faculty counsel." The Bachelor of Literature was dropped, leaving the A.B. and B.S. as the standard degrees. In the realm of finance progress was made, a deficit of \$21,500, the first year, being replaced during the last three years by a small surplus. The endowment grew from \$300,000 to \$1,000,000 and the total assets advanced by about a million. A "Forward Movement" campaign brought in about \$500,000 and at the end of Welch's administration about \$200,000 had been secured on the "Diamond Jubilee Campaign."¹

In June, 1908, the ground was broken for the new music build-

¹ During the years 1906 and 1907 the question of whether our faculty could be included under the benefits of the pension system instituted by the Carnegie Foundation was uppermost. Did the election of a majority of the trustees by annual conferences of the Methodist Episcopal Church constitute denominational control of the college and thus exclude the faculty from these benefits? In the end the foundation decided that such a condition amounted to control by the church and the benefits were not extended to Ohio Wesleyan. President Welch in his report for 1907 gave expression to the feeling that institutions "broad in spirit and generous in aim," and which, in accordance with the liberal spirit of our charter, existed "for the benefit of our citizens in general" might well have been put on the list of the foundation. (The college has generally operated under a retirement allowance plan of its own.)

ing, Sanborn Hall. Mrs. Anna Sanborn Clason (1859) made a cash gift of over \$53,000 for the erection of a building as a memorial to her mother, Mrs. Martha A. Sanborn, and her brother, Benj. F. Sanborn (1867). The event marked a high point in the history of the Monnett campus and of the School of Music. But in the field of medicine, the tendency was toward retraction rather than development.²

WHOLESOME STUDENT LIFE

Student life in the Welch period lays claim to distinction. While the literary societies in the latter years showed continued decline, work in oratory and debate was upholding the standard and reputation it had long since gained, the earlier record of victories in contests was being maintained, and dramatics was coming in. Athletics were on the up-grade. Fruitful and wholesome religious activity was carried on by the Y. M. C. A. and Y. W. C. A.; "gospel team" work by students in churches during the vacation periods was highly developed; there was for a while an Ohio Wesleyan Federation of Social Service and the Student Volunteer Band was vigorous. The "Friday night" Y. M. C. A. meeting, followed by the literary society, was a profitable experience remembered with gratitude by hundreds of men; one searches recent campus life in vain to find its equivalent.

While active student interest in world peace was to wait a later

² Even in the Bashford period, as has already been stated, the Medical Department at Cleveland (the College of Physicians and Surgeons) had become a problem. Never fully adopted, since Ohio Wesleyan officials had practically nothing to do with its internal management and assumed no control over its current expenses, and since degrees were granted "with only a distant knowledge of the facts," as early as 1902 the suggestion had been offered that the connection be dropped and union with Western Reserve University be substituted. The trend of the day was toward concentration of medical schools in large cities. Standards of hospital and laboratory equipment and the advanced salary scale being adopted in such schools were difficult to meet. The proposed union was supported by the Carnegie Endowment for the Advancement of Teaching. In 1910, by a series of steps which need not be recounted here, the representatives of Ohio Wesleyan, President Welch and David S. Gray, President of the Board of Trustees, and Dr. Roland E. Skeel, of the Medical Department, made the necessary adjustments by which the way was cleared for the school to become united with the medical work of Western Reserve University. The connection of fourteen years was broken.

development, there appeared on the campus during those years a Cosmopolitan Club which aimed at a world outlook and sought better relations between native and foreign students, a Civic Club, and a Social Democratic Club, "composed of idealists." The religious revival continued to be held, although hardly of the very fervid Payne and Bashford type. A distinctly favorable impression of the revival is recorded by a prominent student, who graduated in 1915:

The great majority of students were encouraged to talk about personal problems of relationships, about their general sense of inadequacy, and their hopes and ambitions. . . . We had many interviews with the faculty and gained results which in our day a student might get from talking freely with a consulting psychologist. . . . Many of the students looked forward to the meetings as a time when they could be most truly themselves and not be fearful and ashamed of this kind of self-revelation. . . . I could name now dozens of students whose life careers were practically determined during these periods.

Daily chapel, as William L. Sanders, President of the Student Body in 1912-1913 (later our Dean of Men), says, was "genuinely and unashamedly religious in purpose and program, and provided the means of motivating our lives."

All in all it was a period of adequate outlet for student interest and energy. Monnett, however, still lived under a regime of rules, and the critic could complain that social life was inadequate (meaning in particular that "dating" privileges were limited and that there was no legalized dancing), and the curriculum not as yet fully "socialized." One alumnus says, "There was insufficient emphasis on creative work and I was permitted to gorge myself with studies"—but the former of these problems, what college has succeeded in solving?

During the years 1906 to 1914 progressive changes in American college life were reflected on our campus, changes which indicate a transition from the age of discipline to that of student responsibility. These were the adoption of an honor system for the conduct of examinations (later, as we shall see, discarded), the establishment of student government for the whole student body, and of a special system for Monnett (the Women's Student Government Association). An unusual event occurred in the form of ac-

tion taken by the women themselves in abolishing their campus sororities. Such changes suggest high student morale.

"PONYING"—THE HONOR SYSTEM

"In no case will a student be permitted to use an edition cumbered with a running *ordo, interpretatio*, translation or glossary." This statement is found in the Ohio Wesleyan catalogue as far back as 1849. Old-fashioned collegiate slang called such devices or helps by various names—"pony," "little horse," "equine assistance," "interlinear." The many courses in language and mathematics seem to have offered special temptations along this line.

A vigorous defense of the use of the pony is presented in the autobiography of Amos E. Dolbear (1866). He says he "used translations with the greatest of freedom. In that way such works as I read got fastened in my mind more permanently than what was studied in the more laborious way." He does not, however, say he used translations in the classroom. Apropos here also, although different in tone, is the famous story, told in many versions, of Professor Perkins requesting a guilty student, "Mr. H., ride up to your seat and dismount." While evidence points to the fact that only in certain classes was there any large amount of dishonest work, the campus as far back as Bashford's day had witnessed attempts at reform.

A Student Senate, the *Transcript* had said in 1894, should be established to deal with the problem. The earliest proposals for student government included the idea of an honor system. (The two conceptions, in spite of their close interrelation, are today divorced on our campus; we have student government but no organized student responsibility for the integrity of classroom work.) In 1896, as has been said, a group of interested students had taken up the idea of an honor system. In the mass meetings held, a "reporting clause" in a proposed constitution proved to be a bone of contention and certain underclass students resented the efforts of upperclassmen to "foist" an honor system on them. Finally the plan lost, to be taken up again in later years.

President Welch favored student self-government and a system of honor, ideals already established at Wesleyan, his alma mater; in 1906 the *Transcript* became an ardent champion. In this paper

and in the literary society meetings, the pros and cons were discussed and the various honor systems, the Vassar, the Virginia, the Wesleyan, and the Princeton, were described. Should there be a court, an honor pledge, and should the students report cases? Certain professors having already adopted the honor principle in their classrooms, the students urged others to do so. Faculty resolutions promised support, suggesting, however, that "differences in conditions preclude the adoption of uniform methods in all classes"—good advice indeed, then and later.

A plan of student honor had attracted attention first, but the system of general student government was the first to be adopted, being established in 1905-1906. The Student Senate set up by this action continued the agitation for an honor code and finally, in 1910-1911, a constitution was drawn up, was approved by the University Council, submitted to the student body in chapel and speedily adopted—"railroaded through" its critics said. A President of the Honor Court was elected, D. F. McClelland (1912). In the fall other members were chosen, three seniors, three juniors, one sophomore and one freshman, nine in all, and the noble experiment of twenty years' duration was launched.

Significant features of the system during its lifetime were a president elected by the whole student body, other members elected by their respective classes, a pledge signed by the incoming student at matriculation, another pledge signed on each examination paper—that the student had "neither given nor received aid," a joint student-faculty nominating committee, and faculty advisers to the court. The instructor was to absent himself from the classroom, and there was a general feeling that at least a considerable number of students would report cases and actively support the court.

In his report at the end of the first year, President Welch said that eight cases had been tried, and the *Transcript* indicates that student opinion was favorable. "Looked at with indifference and more frequently with suspicion at first, the court has now become an honored body." In the second contest for court president, Robert B. Reed (1913) was elected over Tracey Jones (1913). The later story of the Honor Court and its final abolition is told elsewhere.

THE STUDENT COUNCIL

The Student Senate, which had been established, had grown out of the problems of regulating not only dishonesty, but class rushes, student "strikes," and elections, and the interest of President Welch gave added impetus to its establishment and growth. A certain rush having been handled successfully—"there was little or no wilful slugging and no property destroyed"—this episode pointed to more student responsibility. Only by giving the students "organized representative government," the *Transcript* argued, could the tendency, after a successful football game, to strike and call a holiday, be offset. Benjamin F. Crawford (1906), president of the senior class, was called upon to take the lead in the selection of student committees to consider the question with the faculty, and Achsah Mead (1906), later Mrs. Crawford, was an important representative of the girls. Clarence C. Dill (1907), later United States Senator from Washington, also helped with this problem.

The result of all the agitation was that in May, 1906, a constitution, phrased in its final wording by a joint faculty-student committee composed of Mrs. Mary Wheeler Newberry, preceptress of Monnett, Professor Leon C. Marshall, and two students, R. L. Clark (1907) and Miss Mead, and modelled on that of Wesleyan, was adopted by overwhelming majorities. The system provided for a Student Senate of sixteen and called into being a very important personage, the president of the student body. J. D. A. Morrow (1906) was the first to receive this honor; W. R. Williams (1907) was elected vice president; C. P. Hargraves (1908), secretary-treasurer; Charles M. Newcomb (1907), yell master; and Paul F. Kinnison (ex 1908), song leader. The following year W. R. Williams was president.

The next few years were concerned with putting the constitution into effect and assuming control of student functions; we read of a vigilance committee to enforce a "freshman hat rule." "Considered a joke" at first, the Student Senate soon became an important working instrument, and in 1909 carried on its extended investigation of honor systems, preparatory to adoption. Proposals were made for improved forms of balloting, for a pri-



President Welch, Professors Westgate, Rice (acting-President, 1938-1939), Smyser, Walker, Duvall, Hormell, Mrs. Westgate, Mrs. Hormell, Mrs. Smyser, Mrs. Welch, Mrs. Duvall, Mrs. Rice



Professors G. O. Higley, Benjamin L. McElroy and R. B. Miller. The former Merrick house, now the McElroy home



The "Doric Front" 1856-1890—Elliott, Thomson, Sturges



After 1898—University Hall, Slocum, Sturges

mary system, for nomination by petition, and even for the initiative and referendum. In the course of years important changes came in the form of the provision for larger representation for the women, and the substitution of a Student Council for the Senate.

Including most of the leading student body officers and others in addition, the council assumed a great variety of duties (it is still in existence today). William L. Sanders headed the first Student Council—in 1912. We are surprised to read that thirty years ago a “point system” limiting activities, and a publicity bureau were considered. Specific budgets were recommended and adopted. In time the council worked out its functions and became the “executive agent of the student body.” Duties of special importance, besides those in relation to the honor system, have been the regulation of the student budget fee and of elections and politics; they are treated on a later page.

MONNETT AGAIN

The life of the girls at Monnett in the dawning twentieth century, though restricted and hemmed in, was, according to Miss Isabel Thomas, a member of the faculty living in Monnett at that time, “happy, serene and safe.” A few rebellious spirits might plan daring “schemes,” but concerted action and trouble came only at very rare intervals with such incidents as the codfish strike or the temporary purloining and hiding of the dining room forks. One student of that day says that the encouragement held out to “eat what such famous New Englanders as Emerson and Longfellow ate was successful as far as baked beans were concerned, but creamed codfish was considered absolutely impossible.” Usually, however, Dean Austin’s shrewdness was more than equal to such occasions. Twila Lytton Cavert (1915) says that, in spite of rules, the girls were happy, perhaps happier than today.

We lived in an uncomplicated world, not faced by wars and rumors of wars; even the faculty lived in a world free from alarms. There were abiding values in our ivory tower existence but there were also many things that later had to be painfully thought out. On the other hand, the religious teaching we had was of the utmost value in helping us to keep a sense of direction when the storms came after college.

A pen picture of idyllic Monnett scenes in 1903 has been preserved for us:

During warm spring evenings bright colored hammocks swing high on the oak knoll, swaying to and fro in the breeze, while the tinkle of the guitar or mandolin adds a touch of abandonment to the hour of rest and quiet before the evening study bell. A "brother" or "cousin" might be seen on the porch or down on the stones under the trees. On Friday night the Monnett girl puts on a pretty gown and goes to literary society. Here ponderous problems are solved in debate, wings of literary aspirants are first plumed and the future prima donna cultivates composure in her voice. But the most hallowed time is Violet Day (Monnett Day), when homage is paid to the May queen, all males excluded.

The town note and the Monnett reception system still prevailed. As Lucy Jenkins Franklin (1904) says for her period:

What thrills as we descended the Monnett Hall stairs wondering if we looked our best and worrying for fear the vigorous rubbing of our cheeks with a dry wash cloth had all been in vain. And then we sat in the library and the Y.W. room waiting for the preceptress to call our names. When this was done in clear and distinct enunciation, we ran the gauntlet of two rows of men down the long corridor, took the arm of our "date" and went happily on our way to Gray Chapel.

For more daring couples there were surreptitious buggy rides or engagement ring or fraternity pin plantings at the hole in the wall on West Central Avenue. (At an earlier date, according to a coed of the 1890 period, the pins had to be kept concealed; the girls wore them on their corset-covers.) There might be picnics and boating at Greenwood Lake, or ice cream or sundaes down town, perhaps at "the Greek's."

In the period after 1910, to quote a recent article by Mary M. Ramsey (1916):

One would rise at six-fifty and by a swift fire-brigade system of dressing enter the dining room a second before the doors swung shut at seven. For breakfast there were prunes, toast and coffee, which the girls could draw for themselves from the big urn. Then came the race to the other side. It could be done in eight minutes—better time than one could make on the Delaware street-cars (known as the Yellow Peril). . . . Only one article of food caused a popular uprising. Creamed codfish was good enough in itself; the feature that oppressed Monnett was the odor. . . . At the evening meal there were prayers—"Professor" reading a chapter from the New Testament or

one of the Psalms. . . . The "ghost scare" with its cases of hysteria was at one time a serious problem. There had been a tradition about a Woman in Black who haunted the passage near the elevator shaft. During one harrowing period every night at different hours there came across the court a banshee cry that chilled one's very marrow.



Only to the Gate—1910

By this time, Monnett Day was a well-established tradition.³

³This festival, which had begun as a girl's athletic fete in 1896, held in celebration of the organization of the Monnett Athletic Club, came to be known as Violet Day and later assumed its present name. On May 10, 1902, Monnett girls met Miss Clara Nelson "unaware of what awaited her" and crowned her Queen of the Violets. There was a succession of faculty May queens and usually a May-pole was wound and a picnic supper held. Such spectacles as the wedding of Alice Roosevelt and Nicholas Longworth, and "Golden Hair and the Three Bears" were presented from year to year. Once there came a change, the choosing of a king in the person of Dean Austin. After the adoption of Women's Student Government, the outgoing president was crowned and more recently the incoming incumbent has been crowned by the outgoing. (A number of years ago a change quite in keeping with the times came when the boys, traditionally forbidden even a glimpse of this distinctly feminine fete, were granted free access.)

Always an occasion of beauty and revived memories, it has in recent years, been scheduled on Mother's Day week-end, and has been coupled with sorority breakfasts and a Sunday Convocation service in Gray Chapel. Increasingly in the Welch period, the girls participated in general campus activities. Commencement followed the same general pattern as formerly, a full week or more of entertainment day and night. As Cora Murphy (1905) says, "People cooked and cooked; the faculty entertained the trustees; people would go and go to things for a week and how their feet would hurt."

Of Mrs. Mary Wheeler Newberry (1885), and the peculiarly transitional period that she represented, Marie Drennan (1915) says that although she appeared to be "the preceptress of literary tradition, austere, dressed in plain black silk with slender white collar and cuffs, she was probably as much aware of the anachronism of the town note and the preceptress idea as any of us." First here as a student in the early eighties, she herself had witnessed the intellectual revolution the college had undergone. Although several of the old social patterns were still in vogue, some change and progress had come and within the shell of the old restrictions a not uninteresting social life could be lived. On "first floor Hocking," Mrs. Newberry made the rounds to say an official good night to the girls, and on the other floors, "lovely teachers, fine women" did the same for the girls on their corridors. But the slight disciplinary supervision they exercised was more than overbalanced by the values the girls received from the presence on their corridors and at the dinner table of such characters as Mrs. Austin, Miss Clara Nelson, Miss Emma Konantz and Miss Thomas. One student mentions the privilege of contact with Miss Nelson's "spontaneous gaiety and mellowness of character."

WOMEN'S STUDENT GOVERNMENT ASSOCIATION

According to the *Transcript*, there was a discussion of self-government for the girls—"home rule" as it was called—as early as 1902; Dean Austin had favored it. The project was at first voted down; the "not-so-nice" girls claimed that the "nasty-nice" girls would spy on them and tattle to the Dean. In turn, President Welch recommended student government for the house life at

Monnett and Dean Austin and Mrs. Newberry seconded him. This effort at first focussed around the problem of regulating quiet in the hall, with the hope that self-government might lead to a relaxation of the minutiae of rules under which the girls lived.

In the spring of 1913 the movement became more definite. Even the men showed an interest and the *Transcript* came out in favor of action. That autumn, after weeks of work, a representative committee of girls presented a plan to the faculty. Finally, in February, 1914, the University Council granted full power to the "Women's Student Government Association" over such matters as "quiet in dormitories, order and decorum in the vicinity of the women's cottages, at university social functions, and in relations with men."

Difficulties were encountered in starting the system, and, at first, in getting girls to run for office and serve as proctors. In the first W. S. G. A. election, the following were chosen: Hope Curtis (1914), president; Hazel Petty (1914), vice president; R. Twila Lytton (1915), secretary, and Mary M. Ramsey (1916), treasurer. The *Transcript* of March 26, 1914, thus describes the transition: "When the 9:30 bell rings at Monnett, the girls rush pell-mell to their rooms to hang out their 'in' cards so that the proctor may check their presence and lights." Miss Thomas reports, "When Student Government finally came in, it was simply heavenly for two or three nights. Then it was bedlam. But things gradually reached a sort of balance." With the coming of self-government, the town note and the corridor good night were cast into limbo.⁴

⁴A student of the day says, "We took with terrific seriousness our duties as judges among our peers." In a period of three weeks, in the spring of 1914, thirty or forty cases were tried before the Self-Government Committee. These were for telephoning out of hours, being out too late, having too many nights out, violation of the Sunday off-campus rule, or for other miscellaneous violations. With admirable self-restraint, Professor Austin kept hands off while the system was being set up. Later that spring, in the elections held for the year 1914-1915, the following were elected, Helen L. Kahle (1915), president; Olive C. Dingle (1915), vice president; Gladys Worley (1916), secretary; and Ruth F. Goodwin (1917), treasurer. With frequent changes in the constitution the system has continued until today.

THRICE ESTABLISHED AND TWICE ABOLISHED

Organizations that had many of the ear-marks of the sorority seem to have appeared on the campus in the early eighteen-seventies, but the first real era of such groups was from 1879 to 1881. In the former year, Kappa Kappa Gamma founded a chapter at Monnett, and in 1881 Kappa Alpha Theta chartered a local society called Alpha Chi Delta. Mrs. Rutherford B. Hayes was made a member of Kappa Kappa Gamma while on a visit here in 1880. On a later visit to the campus she seems to have asked the question, perhaps facetiously, "What is the name of that sorority I joined?" But, both President Payne and Dean Whitlock being opposed, the two sororities did not have long to live. In 1881 a faculty rule to the effect that "secret societies among young women are in no case allowed," brought their abolition; there was always, however, the possibility of *sub rosa* activity. The question was by no means finally settled.

During the Bashford period, sororities came back, in the form of small locals, and although not favored by the faculty, they grew to be by 1909 ten in number with memberships ranging from seven to eleven. They were accompanied by the modern practices of rushing, pledging and feminine forms of pledge duty. Not allowed at first to have their pictures in *Le Bijou*, they were later accorded that privilege. As one person who belonged says, they were not a materially important part of the life of the school, "not the real dress but a sort of decoration, an added perfume, a buttonhole bouquet," and they did not seem to fit well in a community with the close-knit social life characteristic of Monnett in that day.

It was in fact an anomalous situation; not quite legitimate, they existed in a sort of twilight zone. The conscientious sorority girl felt somewhat embarrassed to belong, while a few of the members of groups felt somewhat superior. Although there was a Pan-Hellenic organization, attempts to regulate the always perplexing problem of rushing and bidding were not successful. In fact, it was an especially unhappy rushing season in 1912 that was the occasion of an altogether unusual action on the part of a group of college girls. After holding a meeting, lasting practically all

night, the girls "with tears streaming down their faces," voted sororities out by a vote of fifty-six to five.⁵

THE END OF THE SCHOOL OF BUSINESS AND THE ACADEMY

"We cannot undertake all branches of study," said President Welch when the question of the future of the old School of Business came up for action. Established in 1884 as a private or proprietary school within the university, and reorganized in 1895, it had occupied rooms in Elliott Hall under the direction of Lycurgus L. Hudson (1881), who received fees and selected and paid his assistants. Its courses in bookkeeping, shorthand, typewriting, commercial law, and other branches were accepted as electives in the Academy. Assistants to Mr. Hudson were Estella M. Hutchisson (1896) in stenography, Harry W. Crist in commercial law, George Clausing in advertising, and others. In 1912, the school closed.⁶

The year President Welch resigned (1916) the old Academy was all but dead, and the next year it passed quietly away. No survivors or monuments are left; its record is merely a tale that is told; like the literary societies, its long life, decay and death is a story of educational change produced by the necromancy of time.

Older than the university itself, living out an existence of almost seventy-five years (1842-1916), the Academy, with an enrollment for much of that period greatly in excess of that of the college, was all important. If the school set up in Elliott Hall by Captain James D. Cobb in 1841, as well as that under Professor

⁵They felt a sense of relief; there was "astonishment on the part of the men students and general congratulation on the part of the faculty." Professor Austin and Mrs. Newberry were gratified by the results. In 1913 the trustees confirmed this action by declaring sororities illegal on the campus. Several of the girls, however, felt that Monnett social life was not "well-organized" and seem to have harbored such a feeling until the third establishment of sororities in 1922, which will be treated later.

⁶In 1911, it was ready to fold up; it was felt inadvisable to continue a work over which the college did not have direct control; high schools were offering commercial branches and the universities were inaugurating courses in commerce and finance. When the school ceased to exist, Mr. Crist took over the course in law in the college. (In later years the Department of Economics made available work in typewriting, without college credit; in 1941-1942, "pre-secretarial" work was offered for credit.)

Solomon Howard and others be included, we may say that instruction in the Academy began three years before that in the college and prepared the way for the latter (1841-1844). Called for many decades the Preparatory Department, in 1851 it had the surprising total of 203 students, while the college had only 42; in 1863 "Collegiate Preparatory" had 84, "Scientific Preparatory" 142, college 114; in 1889, the first year of Bashford, the record was, Preparatory 433, college 426; such figures set the history of the college in a new light. The *Transcript* at one time said the "preps" studied harder than did the college men. Indeed some of their courses in Greek, Latin, and mathematics were really of college grade.

Mature students, who had been deprived of regular high school or seminary training, country school teachers, and those who desired preparatory work in a college environment had become preps. Others had come because their parents preferred that their boys of tender age (and after 1853 girls as well) be under the religious and moral influences of Delaware. There was no separate building for the Academy (the trustees in 1850 had, however, voted that one be erected); thus, with its students sharing Elliott Hall and other buildings with the college men, most of the time attending college chapel, and having college teachers—its separate story is not easy to trace. Young and green preps thrown among the college men, often, of course, became the butt of joking and raillery, although very seldom were they actually hazed.

Prominent as principals of the Preparatory Department through the years were Solomon Howard, William G. Williams, John H. Grove, and D. L. Edwards; other names associated with its history as principals or part-time teachers are William D. Godman, Samuel W. Williams, Richard Parsons, Cyrus B. Austin, William F. Whitlock, Delia L. Williams, Clara Conklin, Grace Stanley, Emma Konantz, Harriet Pyne Grove, Mary Wheeler Newberry, and Helen Parsons. With such teachers the work must have been of a high quality.⁷

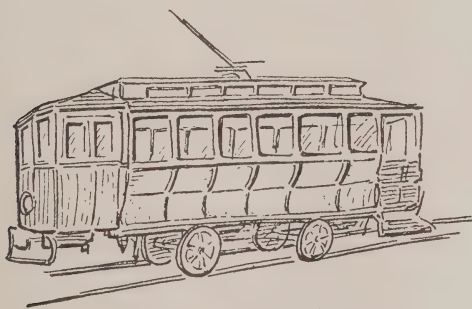
⁷It was in the field of athletics, in the cadet battalion, and in literary society work that the preps had an opportunity to assert themselves and develop an *esprit de corps* separate from the college. There were active prep

In 1916-1917, attendance having dwindled to 20 and 16 for the first and second semesters respectively, President Hoffman said an Academy was no longer necessary, and the institution of seventy-four years standing ceased to exist. It had had a long and useful history, its membership having included, as Mr. Edwards, its last principal, said, "many of our most noted alumni, who have given and are giving the largest service to their generation."

Thus, the years since 1905 had witnessed the definite rejection of the university idea, the relinquishment of the medical work at Cleveland, the death of the School of Business, and the abandonment of the student battalion. As the Welch period of coordination and consolidation drew to a close, the Academy also was all but dead. Ohio Wesleyan was definitely to remain a college.

literary societies for men, like the Meletarian, the Calagonian, the Philomathean, and the University Lyceum, the second and third of these in the nineties joining to form "Cala-Philo." (There was the Alethean for girls at Monnett.) Prep societies were scouted by Zeta, Chresto, Athens and Amphic for good material.

Beginning in the Bashford period and coming in full force in that of Welch, the growth of the public high school and the Ohio centralized school system brought death blows to many seminaries and academies. Although not until 1897 did our Academy sink below the college in numbers, by 1916 its enrollment was insignificant. Attempts in 1910 to invest the school with greater individuality by putting it on a four-year basis and giving it a separate staff of instructors proved too little and too late. Being now composed almost entirely of college students making up "conditions," it was even felt to be unsatisfactory as a laboratory school for the newly established Department of Education.



The Yellow Peril

CHAPTER

9

WAR 1917-1919

THE launching of the administration of John W. Hoffman, in 1916, was enthusiastic, but the overwhelming sweep of war engulfed campus and community and commanded the efforts and energies of the new leader before he had sat a year in the president's chair. Although the controversy with Germany had been of long standing, the actual coming of the crisis in 1917 was sudden. There had been no peace-time conscription law, such as that of 1940. Though the break of relations with Germany in February did not bring immediate campus reverberations, tension became greater in March, and the return of sunburned Ohio Wesleyan men who had served in Company K on the Mexican border struck a military note. A pledge of support was sent to Washington, reflecting the loyal sentiments of President Hoffman, the faculty and the student body. Individual students were volunteering in the Marines, in the Canadian forces, or in other forms of service.

Once the war note was struck, immediate response came. By April, even before the declaration of war on the sixth, "everywhere on the campus patriotism was rampant." By April 12, it is reported,

Ohio Wesleyan's patriotism and military spirit . . . has crystallized into the formation of four student companies, totaling more than three hundred men. Membership is voluntary and organized mainly for drill and instruction.

Within two weeks after April 6 Delaware saw drill companies of students marching back and forth on the campus, and the women of Monnett were laying plans for Red Cross work.

Great seriousness of mind came to prevail. "There is in all colleges a feeling of unrest," said a leader in a Y. M. C. A. meeting, "the boys do not know what to do. . . . These are terrible times." In a class prayer meeting, a student said, "We feel the need of a sustaining power in our lives, of something to stabilize us. . . . God's help is needed." It can be easily realized that President Hoffman's office in those days must have witnessed scenes of deep feeling and serious commitment, his genuine personal interest in people giving him great influence as the confidant and adviser of students in that hour of decision. The question that troubled the young man was, shall I volunteer? Before the American declaration of war, the president advised delay. After that his attitude is expressed in words he once used to an anxious father: "I cannot stand between any boy and his conviction of duty to his country."

The events of the spring, summer, and fall, and of the winter of 1917-1918 were to see the largest numbers of Ohio Wesleyan men, alumni or undergraduates, in successive groups in officers' training at Fort Benjamin Harrison, Indianapolis; in the 147th Field Hospital, 37th Division; in Company K or in the Sanitary Detachment of the 166th Infantry of the famous 42nd or Rainbow Division; or in the particular units to which, after their period of training, the officers were assigned. Smaller numbers were to be found in the artillery, in aviation, in the Navy or the Marines. Some found themselves in the National (drafted) Army at Camp Sherman, Chillicothe, Ohio; in army Y. M. C. A. work in this country or in France; or in other types of service. A few came to occupy positions of distinction as trained specialists in Washington or elsewhere. And besides all this there was the Students' Army Training Corps, the military unit organized on the campus in the fall of 1918. An estimate made in 1919 placed the total of our men in war service at 707; according to a memorandum left by President Hoffman, it finally reached 853.

An early plan to organize a battery of field artillery for service with the Ohio National Guard did not materialize. Later, however, Colonel Joseph A. Hall (ex 1896), Chief Surgeon of the Guard, accompanied by Major Harry H. Snively of his staff, appeared on the chapel platform and urged the men to offer themselves as a Field Hospital Company instead. Here was an oppor-

tunity to satisfy a thirst for adventure, and one which would at the same time be humanitarian in its nature. In contrast with the draft it allowed an element of choice, offering as well the matchless opportunity of college fellowship in camp and at the front. The organization was soon complete and the recruits were granted the privilege of leaving school for a visit home. The commanding officer was Major Floyd V. Miller (ex 1908), a young Delaware physician.

Several weeks before commencement, large numbers of freshmen and sophomores had left the campus to engage in agricultural production and factory work, many of them in munition plants. At Fort Benjamin Harrison there gathered in successive three-months units, eighty or more Ohio Wesleyan men, mainly alumni from the classes 1911 to 1917, but with several undergraduates. Although united for the period of training, these men were later scattered, making it difficult to trace their military careers. As early as May 20 about 50 per cent of the men had left the campus. The men in the hospital unit, the farm and factory workers, and the others who left the campus were excused from college examinations. In some classes only a few men remained; when the play *Midsummer Night's Dream* was given in June, all the male roles except two were taken by women. (Upon the return of the soldiers to the campus, "service credit" was allowed toward graduation, amounting to as much as twenty hours per man.)

THE 147TH FIELD HOSPITAL AT CAMP SHERIDAN AND IN FRANCE

The Field Hospital spent the summer of 1917 in Delaware in preliminary training and the fall and winter in intensive training at Camp Sheridan, Montgomery, Alabama. Overseas service in France and Belgium covered the summer and fall of 1918; and their stay being prolonged for several weary months after the Armistice, the boys did not return until the spring of 1919. Because this unit contained many more Ohio Wesleyan students than any other, at first eighty-two men, and because its records are available, its story naturally attracts our attention. Chief among our sources of information regarding it are materials from the pens of three of its members, William V. Frazier, Jr. (1921), Har-

old C. Metzner (1917), and Sherlock L. Banks (1916). The author obtained assistance, also, from personal interviews with its commanding officer, Major Miller (later Lieutenant Colonel).

Frazier, at great expense of time and effort, prepared a detailed, typewritten diary of his war experiences on the campus, at Camp Sheridan, and overseas. This important Ohio Wesleyan saga is preserved in the library. Companion pieces, a booklet written by Metzner, and vividly written letters to the *Transcript*, contributed by Banks, are likewise indispensable. Frazier says that the students responded to the call to arms in such large numbers that the tone of chapel speeches began to change and fears were expressed that Ohio Wesleyan was becoming a female college. "Bible references to staying by the stuff became the text for chapel speeches as the idea was revived that they also serve who only stand and wait. . . . The eighty-odd members of the company were mobilized for active service at Edwards Gymnasium, July 15, 1917."

From that day until September 9, daily drills and lectures were conducted on Edwards Field and in the gymnasium. During the summer Miss Nelson gave the boys an intensive course in conversational French. A company variety benefit show was given by the company for two nights at the Strand Theatre. The company almost to a man passed the Federal physical tests, and was officially mustered into the Federal service on July 24, becoming Field Hospital 147, 112th Sanitary Train, 37th Division.

The departure from Delaware at the old Hocking Valley station was impressive and affecting. At Camp Sheridan the 147th soon became noted for its high morale, its athletic prowess, and—containing as it did many of our Glee Club fellows—its musical skill. To quote Frazier further:

Several periods of hard, intensive training were brightened by delightful social events in Montgomery, visits to the company by Prexy Hoffman and other officers of the university, concerts and variety shows produced by members of the 147th, and the thoughtfulness of Y. M. C. A. Secretaries Ernest Tittle, Waldo Stephens, and Sidney Mayer, who brought many distinguished guests to the mess hall of the company, including the great Christy Mathewson.

A football team was organized at camp with such star players as John Miller, Don Watkins, "Tiny" Dumm, Jimmy Battenfield,

and others in the line-up. In February, 1918, the Field Hospital basketball team came back to the campus to play the varsity. Edwards Gymnasium saw perhaps the largest crowd in its history as the soldiers' team, composed of Battelle, Bryan, Sifritt, Walters, and Bonner put up a good fight but lost by a score of 37 to 27. At Montgomery the boys, "Shy" Banks informs us, were quite in demand for various kinds of performances and for music at Sunday services. The "Stringers" were selected to provide music for an ex-President Taft dinner; there was also a dramatic group.

After the long months of training, the order to break camp came as a relief. After a stay at Camp Upton, Long Island, on June 27, 1918, the boys entrained for Brooklyn and the dock; they boarded H.M.S. *Plassey*. "On the twelfth day of our voyage we steamed into the Firth of Clyde and through submarine nets to safety." Then came the landing at Glasgow, a railroad trip through Carlisle, Stratford-on-Avon, Oxford, Winchester, and Southampton, and a dangerous voyage across the Channel.

We were strangely calm and confident, feeling sure of the infallibility of the protection offered by the long, low destroyer which was ever circling around us at enormous speed, only one dim green eye showing its location—a watchdog of the sea.

A railroad trip then followed in the well-known boxcars, 32 *Hommes*, 8 *Chevaux*, to eastern France. There, Metzner says, "The foothills of the Vosges resounded with the thrilling sentiment of Ohio Wesleyan's 'Red and Black.'" At Bourmont, an introduction to haymow billeting, at Rambervillers several days of shell-hole and gas-mask drill, and at Baccarat six weeks of training in caring for battle casualties. During this time air raids and a baptism of shell fire. Thus Metzner describes a raid:

The death-like tolling of cathedral bells, the three shrill blasts of our guard's whistle commanding all lights out, and the creepy, ghostly, deathly whizz of a plane overhead, the rapid, ceaseless sputter of innumerable machine guns, the violent explosion of "Big Bertha," an intuition of the nearer approach of the plane, and then the deafening report and fearful concussion of a bursting bomb, a flash of red—and you upon the floor struggling with an impertinent gas mask.

The Frazier diary points out that the period from September 21 to October 2 marked the high point of the entire Odyssey of the 147th. During that period they were constantly under fire and constantly at work, playing a part in the opening phases of the greatest battle in American history, the Meuse-Argonne offensive. The 147th first set up and began the operation of a field hospital for the gassed (at Brabant), and then thirty boys were selected to go forward and help with first-aid work on the field. During this action, Leo Wilson (ex 1919) was wounded, as was also John Miller (1920), who was at this time serving with a company of infantry. Lieutenant Colonel Miller says, "Thirty men with Captain Hamilton in command were dispatched to the front. Since it was impossible to furnish any transportation, supplies were carried in litters. In spite of difficulties, this force did a splendid piece of work in caring for the wounded." Service in a field hospital, located as it was between the front-line trenches and the base hospital, brought the men in close contact with suffering soldiers. "We have known many who have fallen," says Banks, "and have been present at the closing hour of more than one life and known full well the grief which war can bring."

The last period of fighting was on the Belgian front. For October 22, 1918, Frazier has the following entry:

We woke up at 5 A. M. from a crowded sleep in our boxcars and crawled out into the most dismal spot in the world, St. Jean, 3 kilos east of Ypres, in the world's awfulest NO-MAN'S LAND. Water in every shell-hole and crevice, but all of it "pas-potable." Destruction and desolation everywhere.

In Belgium under the command of King Albert, "Ohio's 37th Division put in its last punches for Democracy," again breaking the German defense lines—on the Lys and Scheldt (Escaut) rivers. At Meulebeke, the field hospital took over a school operated by a group of nuns. Here they also experienced bombings, no longer a novelty, but now accompanied by the clatter of wooden shoes on the pavement as the townsfolk hurried to shelter. It was while at Meulebeke that they heard the news of the Armistice, November 11.

During the long wait after the Armistice, a trying time for the boys, and while they were at Alençon, Bishop Edwin Holt

Hughes visited the unit and delivered stirring addresses. Not until March 26 did they reach New York. Next, Delaware early in April, and a warm popular reception; and then Camp Sherman, where, now reduced to fifty-six by transfers and appointments to officers' positions, they were demobilized. The always solicitous Dean Hormell was present at camp and succeeded in inducing many to return immediately to college, making clear how much "military credit" would be given. (Several from this and other units had remained in Europe to do special work at French and English universities, notably at the Sorbonne, at Montpellier and at Oxford.)

In a personal tribute to his men, Lieutenant Colonel Miller says:

I am very certain that no finer lot of soldiers could have been gathered in one unit. Not once was it ever found necessary to use anything but very mild disciplinary measures. Later when I was told by our former division adjutant, who always took a great interest in this company, that to the best of his knowledge, it passed the highest intelligence test in the whole United States Army, my pride knew no bounds.

RAINBOW DIVISION—166TH REGIMENT

In the 166th, not Ohio's largest, but perhaps her most nearly unique fighting force in the first World War, Ohio Wesleyan had approximately thirty-five alumni, former students, or undergraduates; they were officers, or men belonging to Company K, or to the Sanitary Detachment. The old Fourth Ohio, famous in the Civil War, and in the War with Spain, played a leading role in the first World War, being drafted into the Federal service as the 166th Regiment of the 83rd Brigade of the 42nd or Rainbow Division. The men of the 42nd, which was one of the first divisions to go to France, and which was a crack fighting unit, were repeatedly called to critical fronts. The Germans are reported to have said that they feared only two American divisions, the Rainbow and the 42nd—not recognizing them as the same.

The colonel of the 166th was Benson W. Hough (ex 1898). Among the other officers in the 166th were Major Frank D. Henderson (ex 1902), Lieutenant Chaplain J. J. Halliday (1898), Captain, later Major, Oscar O. Koeppel (1897), Captain Raymond M. Cheseldine (1914), who later wrote the 166th regimental history,

Ohio in the Rainbow, Captain Robert E. Watson (ex 1911), and Lieutenant, now Colonel, Russell Baker (1908-09). Serving as lieutenant-surgeons in the Dental Corps of the 166th were Ray Miller (ex 1909) and W. O. Semans (1914). The latter became a captain in service and later in the second World War rose to the rank of lieutenant colonel. James A. Samson, not an alumnus, but a Delaware citizen often associated with the college in connection with military matters, was captain and later major in the 166th.

In the Sanitary Detachment, D. R. Smith (1921), later Superintendent of Schools in Delaware, and now a lieutenant colonel in the second World War; William E. Shaw (1916), who became a lieutenant chaplain, and is now in the faculty; Cecil J. ("Scoop") Wilkinson (1917), assistant to Chaplain Halliday and editor of the *Rainbow Reveille*, a unique news sheet widely read in the division—these and about twenty other men represented the student body. The detachment operated emergency stations in the line, picking up the wounded, administering first aid, and, with the help of litter-bearers, carrying them to the rear.

An account of the experiences of the 166th would include a terrible "Valley Forge hike" through cold and snow and repeated baptisms of fire (the Champagne defensive, Marne-Aisne, the Ourcq, St. Mihiel, Argonne). Colonel Hough, quiet and big-hearted, shared the hardships of his men—after the war he became a Major General, commanding the 37th Division, and attained high judicial position as well, becoming finally a Federal district judge. The 166th served for several months in the Army of Occupation on the Rhine, and was mustered out at Camp Sherman in May, 1919.

STUDENTS' ARMY TRAINING CORPS

Ten o'clock in the morning, October 1, 1918, saw about 150,000 college boys on campuses throughout the United States transformed into student soldiers. It was their induction into the Students' Army Training Corps. In Delaware on the campus in front of Gray Chapel, approximately four hundred students were given the oath of allegiance by Captain W. P. Loman, Commandant of the local unit. The occasion was very impressive, with Presi-

dent Hoffman presiding and ex-Governor Frank B. Willis speaker of the day.

Thus Ohio Wesleyan joined the three or four hundred colleges that enrolled under this system. Under Captain Loman and his lieutenants a very efficient military unit was organized, although academic work suffered. The men received the regular army training and academic instruction prescribed by the committee on Education and Special Training of the War Department. The S. A. T. C. made it possible for boys who would not or could not otherwise do so, to go to college. The student soldier obtaining equipment and uniform, and receiving military instruction and thirty dollars a month pay, was at the same time expected to carry on regular college work. Primarily a soldier, he was to sleep in barracks, to eat in a common mess hall and to be subject to military discipline. Thirteen hours a week in drill and two hours in instruction in military theory were required, and ten hours of work in related academic subjects, three hours of which must be in a special course in "War Aims."

No such semester in the whole history of Ohio Wesleyan had ever been seen as that strange autumn of 1918. With drill the order of the day and military duties monopolizing the student-soldier's time and energy, class "cuts" multiplied appallingly. The barracks for the various companies of the unit were provided in Edwards Gymnasium, in the armory, and in the old Y. M. C. A. building in East Winter Street; and a portion of the gym was used as a mess hall. The whole mode of student activities changed; campus traditions were violated; the work of the Glee Club was crippled; certain football games were cancelled; fraternities suffered decline; the women took over campus positions formerly filled by the men. The rule against "Sunday dates" was relaxed; it proved to be the beginning of another pattern of campus social life.

The library and University Hall were a blaze of lights at night; but, rather than "supervised study," it was in reality a case of weird night scenes in recitation rooms, with tired soldiers slumping in their seats, asleep over their unlearned lessons. In the confusion, paradox, and humor of the situation, grotesque scenes were enacted, such as student-soldiers playing poker in the library cata-

loguing room. The success of the allied and American armies in the great drives on the French fronts in October and November showed that the end of the war was at hand, and helped to lend an air of futility to this campus experiment. In the faculty meetings, army men played an important role, and no little friction arose as a result of the effort to combine the military and academic ideals.

At the height of the confusion, near tragedy settled on the campus when the terrible Spanish influenza epidemic struck. To the hospital problems resulting from army vaccination, a hundred or more flu cases were added and about twelve cases of pneumonia. The Sigma Phi Epsilon, Phi Delta Theta and Sigma Chi houses were used as hospitals. Heavy work was imposed on the physicians in charge, Doctor J. K. James and Doctor Ed M. Semans (1886), contract surgeons for the Army.¹

Not a single death occurred, an unusual record, as was proved later by communications from Washington. At Monnett the infirmary was overcrowded; but here also, the record was good—a result due in part to the new hospital service that had been introduced. At this time, at Camp Sherman at Chillicothe, drafted soldiers died “like flies.”

College work was further crippled; a vacation of several weeks was declared, and girls and non-S. A. T. C. men returned to their homes. Faculty men, to do their war stint, helped farmers near Delaware husk their corn, or did other work. Thus the campus that had been a rendezvous for soldiers in the War of 1812, had sent out hundreds to the Civil War and scores to the Spanish War, was witnessing the strange mixture of patriotic exaltation, military training, educational experiment, and distressing disease epidemic that this conflict brought to it. (In the second World War it is now sending out other hundreds.) In relation to the curriculum, there was, during the war, a decline in the number of sections in German and an increase in those in Spanish and French. Chemistry and mathematics received special attention. The “War Aims” course prescribed for student-soldiers was outlined by the Department of History.

¹Dorrance James (ex 1922), now a physician doing medical work in the second World War with the rank of major, served as an orderly.

The Armistice of November 11, 1918, brought wild and tumultuous celebrations to Delaware and the campus, and soon carried in its wake the collapse of the S. A. T. C. system. When the demobilization of the unit came just before Christmas, 1918, the men received honorable discharge and approximately ninety, who would perhaps have never come to college but for the S. A. T. C., left immediately.²

SPECIALISTS IN WAR WORK

Among those quite important in war work were Colonel Elbert E. Persons (1891), an expert in military sanitation, who organized the United States Ambulance Service. Colonel Ralph H. Van Deman (ex 1887, A.B., Harvard, 1888) held the position of Organizer of Military Intelligence, and later served with the American Section of the Peace Conference; he is now Major General, retired. Dr. John R. Murlin (1897) became Director of the Division of Food and Nutrition of the Medical Department of the Army, with the rank of major; with a corps of physiological and food chemists as assistants, he inspected food, and determined the suitability of soldiers' rations. Arthur C. Christie (med., 1904), Major in the United States Medical Reserve Corps, supervised X-ray work in the Army.

Leon C. Marshall (1900), our first Professor of Economics, served on the Council of National Defense, as Director, Industrial Relations, Emergency Fleet Corporation, and as Economic Adviser, War Policies Board. C. Edgar Persons (1901) became Director of Publicity, United States Fuel Administration; and J. D. A. Morrow (1906) was Director General of Coal and Coke Distribution of the Fuel Administration. The Honorable Clarence C. Dill (1907), then Congressman from Washington, more recently United States Senator from that state, was made Chairman of the

²The idea of giving military instruction on the campus continued even after the collapse of the system. A local unit of the Reserve Officers' Training Corps was established in January, 1919, under Major H. P. Ward. By the autumn of that year, the interest in the unit had dwindled so much that only by special effort were the necessary one hundred students secured and a new lease of life secured under Captain H. G. Ball of the Regular Army. But in spite of an extensive program laid out, in time this work was given up.

Unofficial Congressional Commission which visited and reported on conditions on the Western front and the extent of the Allies' need for American men and money. He and his commission were received at various times by Lloyd George, General Pershing, President Poincaré, and King Albert. Walter T. Peirce (1894) did important work in translating, editing, and interpreting. Captain Andrew P. Martin (1910) was connected with the War Industries Board, and went to Europe as the confidential secretary of Mr. Bernard Baruch, later becoming his assistant. Besides these alumni, Ohio Wesleyan professors in psychology, sociology, and in other fields, were assigned to special war work, some conducting courses in army camps.

Although Ohio Wesleyan men furnished many examples of personal bravery on the battle front, only one or two instances can be cited here. The following communication was sent from the Verdun front in November 1918 through the Associated Press:

In the Argonne fighting Lieutenant William W. Dawson of Cleveland Ohio, a lawyer and graduate of Ohio Wesleyan University, captured five German prisoners without firing a shot. . . . Suddenly the young attorney found himself confronted by five of the Boches. Levelling his pistol at them, Dawson commanded the Germans to surrender. All of them threw up their hands.

Another example is that of Lieutenant Eugene West (1918). Leading a group of seven Marines and five Moroccan Negroes, he rushed forward and cleared out a German machine-gun nest that was firing into the advancing troops. He was awarded the *Croix de Guerre*. In a letter to President Hoffman he said:

Will we get back home? Pray God we may. But if we don't, remember always we will die for you folks and, like good Ohio Wesleyan men and good Marines, die facing "front."

Other stories must be left untold, but the list of honored dead must be named. Major Raymond B. Austin (1911), son of Dean and Mrs. C. B. Austin, died in action in France, a war casualty that greatly shocked the college and Delaware community. Many others paid the supreme price. After the war a bronze tablet containing our Roll of Honor was placed in the corridor of Gray Chapel (it is now in the library building). President Hoffman, in a letter to the author regarding campus war experiences, which

he said he wrote "with tears flowing fast," pens this sad note:

I was passing (the tablet) and saw an old gentleman with his head down and the tears flowing. I stopped, put my arm around him and together we stood in reverent silence looking at the name of his son. After a while, the man, a retired Methodist minister, and I walked down the steps together—such is the dreadful toll of war.

On that roll of honor there are the names of eighteen young men; from various sources we learn that they were "killed in action," "died in service," "died of wounds received in action," "killed in accident (airplane)." And besides these, there are others who were permanently disabled or who have, since 1918, died of bodily ills due to the war. The tablet contains the following names:

RAYMOND B. AUSTIN

CHARLES R. BECHTOL

WILLIAM M. BELL

HURST V. CAMPBELL

JOHN L. CARROLL

WILLIAM CULSHAW

CLARENCE DAY

KARL H. EYMAN

DAVID GARDEN

THOMAS D. HALLIDAY

WILLIAM R. HARSHMAN

HARRY HERR

CARTER HINES

HARRY J. MYERS

RICHARD B. REED

THOMAS L. SCOTT

DILLON E. WATTERSON

FRANK WITTKAMP

CHAPTER

10

THE TWENTIES

IN 1916, when President Herbert Welch was elected by the General Conference of the Methodist Episcopal Church as Resident Bishop for Japan and Korea, John Washington Hoffman was chosen to succeed him. A graduate of Washington and Jefferson College in the class of 1892, he had studied in the theological seminaries of Yale and Princeton. He later received the degrees of D.D. and LL.D. He served various pastorates, among them the California Avenue Church in Pittsburgh and the First Methodist Church in Duluth, Minnesota, from which position he was called to Delaware.

This man of striking appearance, large enthusiasms and generous, ungrudging spirit soon became very popular, students and younger alumni especially looking admiringly to him as their leader. "The greatness of Hoffman was that if you opposed him in faculty meeting, you knew that, when you met him the next day in chapel, he had no dagger up his sleeve to get even with you." Although at first concerned with disturbing war problems, the Hoffman period (1916-1928) proved to be one of very great expansionism, large enrollment increase, curricular "socialization" and spread, extensive endowment programs and building enterprise, emphasis on athletics, and sweeping changes in student social life. It partook of the spirit of the "golden twenties." The chapel service underwent changes, required Sunday church attendance was dropped, and sororities and dancing came in. Edgar Hall came into use and Selby Stadium was built; Austin Hall was constructed and Stuyvesant Hall was planned; at Stratford the Perkins Observatory arose.

THE SMYSER CURRICULUM

To the modernization program, the establishment of specialized departments, the emergence of the non-clerical type of professor, the increase in elective courses, and the other important changes that had marked the Bashford period; and to the extension of the elective principle, and the increased offerings in the fields of botany, education, home economics, missions, sociology, Spanish and physical education, that had marked the era of Welch—the Hoffman period added its revolutionary principles and changes. The curricular revolution was in large degree the work of William E. Smyser, professor, former registrar, and now (1917) Dean of the College. Studying college curricula throughout the country, the president and his new dean decided on the changes most necessary for Ohio Wesleyan.

In the interest of convenience and simplicity the Bachelor of Science was dropped and one degree only, the Bachelor of Arts, was offered, all graduates alike receiving it whether majoring in Latin, physical education, or some other field. The dignity of the mantle of the old classical degree was invoked to cover a very wide variety of work. Requirements were drastically cut; the long period of emphasis on Latin and mathematics came to an end. Courses were discarded that had been considered essential as far back as the Renaissance period, and it was a severe blow to teachers in these fields. Presumably a new culture, American and modern, was coming into being, and a curriculum diversified and "practical," though with somewhat confused objectives. American college education definitely said good-bye to formal discipline. The new system for Ohio Wesleyan marked, as Dean Smyser said, "the recession of a strong and well-established classical tradition in the face of a new socialized educational theory." It should be noted that it was a man of literary interests that introduced these changes.

A new Department of Political Science was established; psychology broke off from philosophy; to economics was added business administration; teacher training and journalism received attention; there was a mass movement of students into the new social science classes, and into the "pre-vocational" work. A De-

partment of Religious Education was organized under Professor Harold J. Sheridan. "President Hoffman permitted me," said Dean Smyser, "to bring about a new center of gravity in the curriculum." The number of courses increased greatly. Expansion as a university had been given up, to give way now to expansion as a college. Ohio Wesleyan was in fact offering hundreds of courses, with a spread wider than that of many of her sister institutions. The non-technical, impressionistic nature of many of the new courses appealed to students who claimed they did not "like" formal science, language, and mathematics.

The increase in the number of departments was, as Dean Smyser said in 1923, "irresistible."

It may almost be said that a new college has been created out of the old since 1916. . . . Biology by division has produced two departments, those of botany and zoology; astronomy has split off from mathematics . . . psychology with a laboratory for experiment and investigation has been divorced from the Department of Philosophy. Economics has expanded into a Department of Economics and Business Administration, and the courses in sociology and government at one time merged in it have been erected in two new departments, sociology and political science.

The new Perkins Observatory being erected would, he added, call for advanced work in astronomy and related fields. Later events were to show that the curricular spread and the swing from the older education was somewhat too sudden and far reaching. In time retrenchment became necessary, and the second World War was to bring a definite return to technical subjects like science and mathematics.

To prevent undue specialization, the principle of group requirements was adopted and a "major and minor" system was instituted, thus combining concentration and distribution. In later years departmental honors courses for special students were instituted, and in several departments practical field experience was provided. "The life needs and interests of the students" were the guiding principle, with always the added defense that even vocational work had liberal culture merits. With all the departments claiming that they were giving liberal arts instruction, widely different interpretations were put on that phrase.

EXPANSION—THE DEVELOPMENT PROGRAM 1922-1932

A survey of the changes that paralleled this curricular expansion leaves us in little doubt that a new college had come. Optimism, similar to that of the Bashford period, permeated all the activities of the college. Great things were undertaken. To cite here a single instance of the spirit, in a financial drive in 1918 Bruce Burgess of the class of that year, in a stirring chapel session raised approximately \$20,000 in subscriptions.

The enrollment of 1256 in 1916, mounting to 1390 in 1919, reached the amazing total of 1925 in 1926. Town houses by the score were taken over for freshman girls' cottages and fraternities increased in number. Tuition fees, which had displaced the old scholarships and the incidental fee as the basis of funds, rose from \$150 to \$250 in five years. Faculty salaries increased; sabbatical leaves were regularly taken; and allowances for attendance at the meetings of the learned societies were generous. Professors purchased or built houses, signing mortgages at the inflated real estate values of the day. Clerical help, both administrative and departmental, increased greatly; a story, no doubt absurdly exaggerated, has it that one professor laid down specifications for twenty-five typewriters for the use of his department alone!

But all this meant no decline in scholastic standards; Duvall, Rice, Smyser, Westgate, Hormell, Armstrong, Walker, Higley, and McElroy, though now clearly "the older faculty" (Stevenson died in 1919, and Davies, Parsons, Miss Nelson, and Dean Austin and Miss Stanley soon entered the *emeritus* relationship), were vigorous teachers and much scholarly work was being done. Moreover, a new group of professors was coming in, books were written, research was carried on, and students in large numbers were encouraged to take up graduate work. President Hoffman emphasized advanced training as a basis for professional promotion and at no period has the possession of the Ph.D. degree been held in higher respect. Emphasis on research, however, did not mean that class work suffered.

Standing out boldly as proof of the high hopes of the glowing twenties were the enthusiastic endowment and building cam-

paigms. In 1921 under the impetus of the remarkable popularity of the president, and with the support of Walter A. Jones (1897), President of the Board of Trustees, and Harold K. Ferguson (1905), ardent alumnus and trustee, plans were laid for the Development Program to start in 1922. What today seems like a fairy story—a goal of eight million dollars was set, to be collected in ten years. The new college was to be magnificently housed and endowed, as is shown by a five-page section of pictures in the *Columbus Dispatch* of December 4, 1923, and by *Le Bijou* of 1925. Besides the Perkins Observatory, the plans called for a fine Men's Commons, buildings for physics, for the social sciences and religion, and for men's and women's dormitories, in fact for sixteen new structures. (The specific sums designated were as follows: for endowment \$5,250,000; buildings, construction and repair \$2,500,000; campus improvement \$150,000; apparatus and equipment \$100,000.) The endowment fund was to "provide an instruction fund to increase the salaries of the professors."

The procedure followed was to attempt to tap all available resources by the cultivation of the natural constituency of the college, alumni, Methodists, parents of our students, and occasional persons of wealth. The organization set-up included a campaign director (at first Carl E. Hine, ex 1906), a publicity man, Douglass W. Miller, instructor in English and journalism, and Herman M. Shipp (1913), alumni secretary. The treasurer of the college was Burleigh E. Cartmell (1903), with Mrs. Grace Howard Leonard, cashier, and Miss Inez Hinkle, secretary (at the present time, 1942, cashier). In his long term of service (1909-1933) Mr. Cartmell's personal contacts were very helpful to the college.

The General Education Board played an important part in this program.¹ Upon solicitation, it agreed in 1922 to give \$400,000 provided that the college was debt free and had collected \$800,000 by June, 1925. In that year, upon the resignation of Mr. Hine,

¹This great foundation had earlier, in the Forward Movement under President Welch, pledged \$125,000 toward a total of \$500,000, and later in the Diamond Jubilee drive for \$800,000, the board had given \$150,000. It also for a time supplemented faculty salaries, Ohio Wesleyan being among a group of approved colleges for which this was done.

Herman M. Shipp as Executive Secretary took over the general direction of the program, along with Erwin G. Guthery (1900) as Chairman of the Development Program Committee. The Rockefeller requirement, extended to June, 1926, was fully met at that time with pledges of over \$800,000. Among the largest givers were friends who had already been generous, Mr. Frank E. Stuyvesant, James N. Gamble, trustee, and George D. Selby, trustee.

Important gifts during the campaign were the Richardson Scholarship Fund of \$104,000, acquired largely through the efforts of Dr. Charles E. Schenk, a trustee from Cincinnati; the Charles J. Read gifts of \$89,000 for scholarships and \$47,000 for miscellaneous endowment; the John R. Goodall gift of \$100,000 for campus improvement, \$17,000 for general endowment, \$10,000 for scholarships (together with a residuum in the estate), and a perpetual trust fund to provide \$1,000 annually toward the alumni fund; the Judge Charles W. Dustin estate, appraised at between \$400,000 and \$500,000, but later seriously depleted by the business collapse of 1929, so that only \$92,000 was received from the executors; and a gift of \$143,000 from E. E. Edgar and Mrs. Edgar. The largest single gift ever offered the college was the Stuyvesant dormitory gift estimated at first at about \$1,000,000. Thus the first phase of the campaign had realized about one million in addition to the Stuyvesant offer. (There was also at a later time, the Charles Persinger gift of 2400 acres of excellent land in Fayette County. Also, property had been offered by Miss Amelia Watson toward the construction of a Women's Building, but since it appeared not feasible to go ahead with this project, the funds were diverted to scholarship uses.)

The second phase, in which the Methodists of Ohio were to be solicited for \$1,000,000, began auspiciously in 1928, under the chairmanship of Bishop Theodore S. Henderson of the Cincinnati area, with the help of Reverend Karl P. Meister (1918). A new religion building, to be called Bashford Hall, and \$500,000 for scholarships were the objectives. Soon meeting the resistance of the market collapse, however, this drive secured little more than enough to pay promotion expense, although several new friends were discovered who later made substantial gifts. In the

end, at the close of collections, the depression now being on in full force, there were outstanding more than \$500,000 unpaid Development Program pledges; a large portion of these were later canceled.²

The obvious need of accommodations to provide for the great influx of women students in the post-war period led to the building of Austin Hall, completed in 1923 and named in honor of the man who for forty years had identified himself with the very life of the girls, Dean Cyrus B. Austin. With the hope of large returns from the Development Program, the hall was built by the use of general endowment funds, the latter to be reimbursed later through the collection of pledges (which never materialized). This investment, however, has always yielded to endowment a fair return and has, according to Donald J. Hornberger, aided materially in stabilizing both student and investment income.

Another enterprise was the taking over of North Hall (now Edgar).³ The generous gift of \$143,000, made by Mr. and Mrs. E. E. Edgar, secured the building. Edgar Hall differed completely from the other campus structures in architectural plan, but furnishing as it did accommodations for the departments of economics and chemistry, the student health service, the Y.W.C.A., and, for several years, for new student, publicity, and alumni work, its occupation was an important advance in the life of the college.

²A fortunate by-product of the campaign and one which had as its object the encouragement of the habit of annual giving was the alumni fund. It was put into effect with the help of Judge George B. Harris (1900), Charles H. Lewis (1895), President of the Alumni Association, Robert S. May (1906), Branch Rickey (1904), and others, working with the alumni secretary. This fund proved helpful in the difficult financial years that came later. There was also set up (Erwin G. Guthery and Andrew P. Martin, 1910, playing an important part in this) a bequest committee of lawyers and trust officers, for the purpose of giving assistance to those who desired to make wills in favor of the college.

³For the purchase of this building (the former Delaware Garment Factory), Fred L. Rosemond, the college counsel, and others, had formed a holding company with the understanding that the university would eventually buy. This, however, was considered by the General Education Board as a debt and had to be provided for before the board's grant of \$400,000 would be made.

THE SELBY STADIUM

The great expansion of athletics in the twenties, under Coach George Gauthier and others, had shown clearly the inadequacies of the older Edwards Field, which, with its grandstand, high board fence, rather precarious bleachers and still rough surface, had for thirty or forty years been the scene of Ohio Wesleyan's victories and defeats in baseball, football and track contests. The building and dedication (1929) of Selby Field, a memorial to George D. Selby, shoe manufacturer of Portsmouth, Ohio, stood, along with remarkable records in football and basketball for several years, as signal points in the athletic history of the college.

Mr. Selby himself, high-minded and generous, for many years a trustee, had considered financing a building on the campus, but he insisted that the debt then being raised by contributions from alumni and trustees have first attention, and he sent his check for \$30,000 for that purpose. Then his tragic death in an accident interfered with the completion of his original intention. His four sons, Pearl, Mark (ex 1899), Homer, and Roger, gave \$25,000 each for the construction of an athletic field. A truly beautiful stadium was the result. The expense of the structure and grounds, however, exceeded expectations, and it was necessary, as one trustee says, to "squeeze" in all ways and divert funds. In the case of the Perkins Observatory also, as indicated elsewhere, the need of additional funds to complete the building and telescope along the larger lines finally followed created a financial problem. Such expenditures as these served to make the stress of the early depression years all the greater.

*Ducking Freshmen*

The grading of the stadium grounds helped to check the flow of the Odevene spring, only less noted than the sulphur spring itself, and at one time exploited for health purposes by the building of a bath house nearby. The old cemetery had gone also, as, earlier, the soldiers' camp had disappeared, leaving no trace, and the stadium and the tennis courts had now come, as indications of the transit of civilization. In the Odevene alumni clubs, the older name is memorialized.

STUYVESANT HALL

The offer in 1925 by Mr. and Mrs. Frank Stuyvesant of Lakewood of a gift in real estate of the estimated value at the time of more than a million dollars, had been made on an annuity basis and with the stipulation that within five years a dormitory for freshman women would be started. A man's dormitory was also envisaged. In 1929, the Board of Trustees decided to proceed with the construction of Stuyvesant Hall, the location to be the Barnes property, Professor Davies' old home on West William Street, a sightly and impressive site on a hill with the Glen of legend and story lying nearby. Mr. Stuyvesant, a successful business man, and Mrs. Stuyvesant, both generous friends of young people, had their interest in Ohio Wesleyan aroused by their neighbors and close friends, Mr. and Mrs. Erwin G. Guthery, their daughter Katharine (1925), President Hoffman, Mr. Cartmell, and others, and they came to feel the inadequacies of our freshman cottage system.

Mr. Stuyvesant gave himself with enthusiasm to plans for the new hall, but, denied the privilege of witnessing the fulfillment of his dreams, he was taken by death in February, 1930. Mrs. Stuyvesant, however, generously offered further funds to carry out his plans, and on June 7, 1930, assisted by Katharine Guthery Murlin, broke ground for the new structure. A carillon of chimes in memory of Mr. Stuyvesant, a patio in the rear, an attractive recreation center equipped with a stage, and "date parlors" are special features of the building. Mrs. Stuyvesant (now Mrs. David G. Hughes) sedulously watched every detail, helped arrange the furnishings, and later kept in close touch with the life of the girls. A further proof of the benevolent spirit of both donors is

shown by the fact that before his death Mr. Stuyvesant relinquished a considerable portion of the annuities, and later Mrs. Stuyvesant herself made a great reduction, the total cut Mr. Cartmell estimated as being considerably more than half of the amount due.

ALUMNI INTEREST

The alumni constituency had been cultivated under President Welch; for several years in that period, Professor R. B. Miller was active in this field and he had instituted important changes in the Alumni Association. S. Raymond Thornburg (1915), appointed our first full-time alumni secretary in 1915, placed the work on a wide basis, encouraged the organization of groups, and established the *Alumni Quarterly*. Under Hoffman the work of building up alumni interest was greatly stressed, and general good will for the college was developed; publicity work and new student promotion assumed a wider range. Competition among colleges for new students was strong.

The Alumni Association had long been governed by a town meeting form of organization. Meeting at Commencement, in a spirit of good will it heard and accepted the recommendations of the secretary, elected officers and adjourned; the next year perhaps an entirely new group did the same thing. (Norman Taylor, 1903, of Burnside, Kentucky, seems to hold the record for regular attendance, having missed but one Commencement since his graduation. He was president of the association for a term.) It being evident that the association needed a more continuous and intelligent interest in its business, steps were taken to procure this.⁴ The younger alumni were attracted by President Hoffman's sincerity and friendliness, and developed an interest and loyalty which were in time to bear good fruit.

The *Magazine* has played an important part in alumni life. In 1923, under the editorship of Mr. Shipps, the *Alumni Quarterly* became the *Ohio Wesleyan Magazine*. Bessie Robinson Beal

⁴ The change came in 1928; a new constitution was adopted, providing for the election of directors, to be chosen two each year, for a period of five years. To these directors were later added the presidents of the Monnett and Odevene clubs, the Alumni Fund, the "W" Clan, and one alumni trustee. Thus greater unity and a wider understanding was achieved.

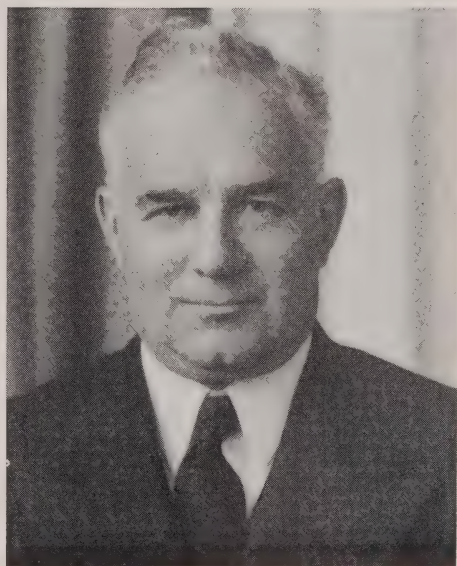
Four Presidents

Herbert Welch, 1905-1916



John W. Hoffman, 1916-1928

Edmund D. Soper, 1928-1938



Herbert J. Burgstahler, 1939—



The 147th Field Hospital, 1917



Signing the "Stuyvesant check." Center, Mr. Stuyvesant, President Hoffman, B. E. Cartmell, treasurer; right, Erwin G. Guthery; other trustees are also pictured

(1903) has gathered interesting personal items about alumni and prepared them for publication; in 1927 she also compiled an elaborate Alumni Directory. Now assistant editor, she has the important problem of keeping a record of the addresses of some 20,000 persons. Ellen Cameron Wilson (1924) and Katherine Timmons Allen (1925) were magazine editors for two years and one year respectively; Hobart H. Bell (1920), alumni secretary 1927 to 1931, was editor 1929-1931. Mary M. Ramsey (1916) was associate editor, 1927 to 1940, and has been editor since the latter date. By her painstaking and artistic efforts she has brought the publication to a high degree of excellence and has won honorable mention several times by the committee on awards of the American Alumni Council, and high praise from alumni everywhere.

An excellent news bureau was built up by Douglass W. Miller, who in 1922 became director of publicity (Edward T. Ingle, ex 1922, was acting director, 1926-1927). When in 1934 Miller resigned to go to Syracuse University, Gilson Wright (1930) became director. When, in 1940, Wright went to Miami University, Gerald W. Young took over the direction of the work. He faces the added duty, as did Miller also, of giving the college courses in journalism.

TOWN AND COLLEGE

Townpeople and the business men of Delaware showed a special interest in the college in the twenties; President Hoffman was widely popular on Main Street. Indeed, throughout the years of college history, the relation between the college and the town has been close. With the exception of a few episodes, conventional town-and-gown hostility has been conspicuously absent; in many instances, indeed, students boarding and rooming in Delaware homes have been all but taken into the family circle. Clashes between students and the city police have been few.

As to downtown lounging places and student "hangouts," for the very early days, we read of a Griswold House and of nine-pin and ten-pin alleys. Boarding clubs, too numerous to list, had had their heyday from the seventies to the nineties; in downtown fraternity quarters smaller festive affairs had been held. Various restaurants provided "eats" for the boys, and prepared the baskets

which, according to prearranged scheme, the Monnett girls furtively pulled by ropes up to their windows for midnight spreads. The more elaborate men's affairs came off at "the hotel," which has had several names, among them the Hotel Donavin, and the Allen. In the middle period, as David William Moore (ex 1911) says, students got their rigs for proscribed buggy rides at Thompson's Livery Stable. Already Bodurtha's and Hoffman's (later Bun's) had begun their long careers as indispensable adjuncts to college life.

Students in Delaware in the late middle period remember days of river boating, of canoeing on the Olentangy "up past the apple blossoms," picnics at Greenwood Lake with its swans, and rides



on the interurban to Columbus, Marion or Magnetic Springs. "Nickelodeons" or "picture palaces" such as the Grand and the Superba provided movies (two reels and an illustrated song for five cents) before the Strand came in. And then through the years of Welch or Hoffman or later, the Delicatessen, "the Greek's," Swope's, Bill Howald's Candy Kitchen, Harter's Cafeteria, "Miller's Good Food," Billy Wilson's, Dankel and Anderson's, Wilson's C. J. Of Course, The People's Store, Hardin and Gallant's, Huntsberger's, Lemley's, Maricad's, Pfiffner's, Starr's, Ziessler's, the Winter Street Drug Store, Sell's, Lee's, and the Independent Print Shop—memories of these and other places have been carried throughout Ohio and to the wider world.

On occasions such as commencement, Homecoming, big football games, and Monnett Day, how the hotel, the restaurants, the shops, and the people of Delaware have been kept busy entertaining our guests! And the *Gazette* force in publishing college news. In stores and houses along Sandusky and Winter Streets, townsmen have, now for a hundred years, watched with smiling, friendly interest the daily student parade—noting without doubt that since 1877, when the girls made their attractive addition to the procession, the spectacle has had added charms. All through the decades, merchants, barbers, physicians, dentists, the patient post-office employees, the pastors of the various churches, St. Paul's, William Street, Asbury, the Presbyterian, the Episcopalian, the Catholic, and others, the well-disposed Delaware mayor and police, the service clubs, the "downtown coaches," the "Allen Hotel contingent," the Watson brothers, BunHimself and others—who can deny their loyalty to the college, not only their interest as "fans" in the success of the team, but their concern that all our boys and girls become real men and women, worthy representatives of Ohio Wesleyan and of Delaware in the life of the world.

THE GIRLS AGAIN—SORORITIES

In no area was the emergence of a new college more apparent than in that of the life of the girls. The women who have had charge of the girls since the World War (beginning in 1922 the title has been that of Dean of Women) have been, in order: Mrs. Kathryn Sisson McLean (1901, now Mrs. Ellis L. Phillips of New York), Mrs. Carrie Dodds Geyer (1889), Miss Caddie A. Griffith, Mrs. Eugenie Overturf (now Mrs. John Farrell), Mrs. Louise Bolard More, Miss Florence Nicholson (now Mrs. Allen B. Whitney), and Miss Mary Helen Fretts (1920).

Under Mrs. McLean, who became Associate Dean of Women in 1916, the Women's Student Government Association, still on trial, was with the help of the president of the organization, Gussie A. Cronin (1917), now Mrs. A. P. Staudt, definitely related to the dean's office. Mrs. McLean and others felt that to introduce sororities would be to lose something of the spontaneity of purpose and "all-togetherness" that had characterized Monnett. Of the still active literary societies, Clonian, Athenaeum and Castalian,

Mrs. Phillips says: "I have never known such ingenuity and cleverness as was shown by these girls in their programs and plays," and of the experiences of the girls in the first World War:

The war caused an emotional hysteria and a change in plans with the girls which I know was devastating. But some way we took it in our stride; if the day brought on an engagement "out of the blue" and the marching off of the boys to camp and overseas leaving their girls behind, all was well; we wept together and daily my room was the confessional.

For a short period after the war, Mrs. Geyer had charge, having as her object during those trying years (1919-1922) with their post-war changes, the maintenance of Monnett's high traditions. The young and attractive Miss Caddie Griffith came in 1922, as Dean Smyser said, "to be the adviser and friend of nine hundred students . . . a big task, a tremendous opportunity, a heart-breaking responsibility." Warned by President Hoffman to be on her guard against the "million routine duties" and the trivialities that would crush her, she took firm hold on her work and exhibited practical understanding, not hesitating to face discipline problems squarely. But, after a short half year's term of service, smitten by a severe influenza attack, Caddie Griffith suddenly died in Monnett Hall (February, 1923). It was a tragic occurrence, one of the few deaths in line of duty that Monnett has seen.

When Mrs. Overturf came as Dean of Women in 1923, there arose before her the supervision of the housing of the freshman girls, the difficulties inherent in the sudden establishment on the campus of nineteen sororities, and the facing of the dancing question. It was but natural that the exuberant and expansive decade of the twenties should bring problems. Our college, even with its more restrained tradition, in its rapid growth to an attendance of nearly two thousand, could not escape reflecting in some degree "only yesterday's" era of new freedom, jazz and ballyhoo.

In 1923, Austin Hall was completed, and the number of freshman cottages was greatly reduced. There came, too, the employment of a trained dietitian, and the installation of modern kitchen accoutrements. (A dietitian of long service was Miss Mildred Kyle.) An oleomargarine strike which threatened was met by

Mrs. Overturf with the simple expedient that, if the girls would calm down, butter would be permanently added to the menu. A decided break with the past was signalized by the cutting up of the old literary society halls. The problem of care of dormitory property became important. Miss Marie Randell became business director of dormitories and now for many years has kept the interior of the buildings in their fresh, home-like condition.

The reintroduction of sororities in the years 1922-1926 marked the greatest change in the life of the women in our history, with the exception perhaps of the union of the colleges in 1877. Early in the twenties arguments in favor of sororities began to multiply. It was claimed that the acute problem of housing the girls would thus be solved; upperclass women would be accommodated in sorority houses; real-estate men in Delaware had already picked out homes for the groups. This argument, however, fell to the ground when it was found that Ohio Wesleyan would continue to use dormitories for all its girls.

Then it was argued that more congenial contacts were desired by the girls than dormitory life afforded; that the girls' literary society was dying out and a substitute was needed for the spirit of camaraderie and loyalty that once characterized this sixty-year-old institution. The temptation to form clandestine groups would be removed; girls from more cultured homes would be attracted; the expense, it was asserted, would not be great; homecoming alumnae would have rallying centers. Plausible arguments these were, indeed, but in objection it was urged that the expense would limit the enrollment of girls; that the fine girl from the home of modest income would feel out of place; and that the older, democratic "all-togetherness" of Monnett would be broken.

Dean Austin looked with disfavor on the changes in girl life that sororities would bring and presented to the faculty letters from other colleges advising against the move. Indeed, the faculty at no time voted specifically in favor of the return of sororities to Ohio Wesleyan. A revealing article in the *Transcript* of May 13, 1922, states that groups were in secret existence on the campus at that time, rushing and bidding freshman high school girls. Certain groups, by pledging strong campus women, got a

head start on others and created a later lack of balance in the distribution of leadership. In June, 1922, the Board of Trustees took definite action, rescinding their motion of 1913 and making legal the existence of sororities and later, the faculty participated in the formulation of rules for their conduct. The girls worked fast and in the short space of a few years nineteen groups were chartered.⁵ Seen in perspective, the introduction of sororities was but a result of our greatly increased enrollment of women, and of the social changes at work in American society and in Methodist families. Girls from the cities were coming in larger numbers; a greater element of "sophistication" was entering.

THE UNION, COMMONS, BROTHERHOOD

In the years after 1900 various centers for non-fraternity men were established, for instance, for the period before 1920, the Ohio Wesleyan Union (later called Star and U), and since 1920, the Ohio Wesleyan Commons and the Brotherhood of Wesleyan Men. The Union grew out of an earlier organization called "The Tombstone Club." Its purpose was to form a larger and more aggressive organization "to encourage among the non-fraternity men clean student politics, athletics, social life, and a high standard of scholarship" (1909). The Union occupied in turn various houses, one of which was "The Arches" on South Liberty; its final quarters were at 241 North Sandusky. It had the support of various faculty members, among them Professor Duvall and, later, Professor Robinson. The Union idea—that in one or more houses an inclusive non-fraternity spirit of democratic fellowship could be developed—seemed to tap deeply the well-springs of Ohio Wesleyan democratic idealism, and there was a rapid growth, in spite of the tendency of certain members to "go frat."⁶

⁵ The sororities at Ohio Wesleyan in the order of installation are listed below. Those no longer having chapters on the campus in 1942 are starred. *Alpha Delta Pi, *Theta Upsilon, Gamma Phi Beta, Alpha Chi Omega, Alpha Gamma Delta, Delta Gamma, Alpha Xi Delta, *Delta Zeta, Kappa Alpha Theta, *Phi Mu, *Zeta Tau Alpha, Delta Delta Delta, Kappa Kappa Gamma, *Alpha Delta Theta, *Sigma Kappa, Pi Beta Phi, Chi Omega, Kappa Delta, *Beta Phi Alpha.

⁶ In 1910-1911 Clarence H. LaRue (1911), a Union leader, became student body president, and in the year 1912 the membership reached seventy. Already, however, the "fraternity idea" was being entertained by certain

In succeeding decades waves of prosperity alternated with periods of lean years. Decline during the World War was, upon the return of strong leaders from war, followed by an upward trend, in spite of the decision of another faction to "go national" (finally becoming Kappa Sigma). Union men were active in debate, in the Y.M.C.A., and in athletics, and they led the men's groups in scholarship. The group, though strong in personnel, later ceased to be a large center of non-fraternity interest and in the stress of the middle thirties, the Star and U disbanded.⁷

In April 1925, a visit to the campus of Dr. A. Bruce Curry of Union Theological Seminary aroused great interest in Christian democracy. The fraternity bidding system, it was felt by many, resulted in the social development of those who needed it least. With the latent democratic sentiment always existent on our campus thus aroused, in May 1925, the Brotherhood of Wesleyan Men was organized. Dean Hormell and Professor Walker gave active and substantial support, and deep interest was shown also by Professors Duvall, Westgate, Rice, Jarvis, and others. Taking over the Commons Club quarters at 8½ North Sandusky Street, the Brotherhood membership at one time reached 102, several fraternity men giving their support, although not becoming formal members. Vinton Ziegler (1925) left his fraternity and gave himself to the Brotherhood; a Christian minister since graduation, Ziegler has always had a deep social interest.

Le Bijou of 1927 said of the Brotherhood:

No restrictions of any kind are placed on membership. Any man, regardless of race, color, creed or scholarship, is invited and welcomed

members, but this was no proof that the Union idea was wrong. When, in 1913, a group of able men withdrew to become Alpha Sigma Phi, the loyal Union faction, led by Clair G. Davis (1914), kept alive the original purpose. In 1916 Thoburn T. Brumbaugh (1920) became president of the student body, and Charles S. Templer (1918) president of the Honor Court.

⁷ The years of prominence of the Ohio Wesleyan Commons were from 1920 to 1924; in upstairs quarters at 8½ North Sandusky, it counted in its membership at one time approximately sixty men, many of whom since graduation have had successful careers in education, business and social and religious work. It also faced the tendency of the smaller faction to break off and after several years, now called the Commons Club, it dissolved. A group belonging to it, however, became the nucleus of the Ohio Wesleyan Brotherhood.

to share the benefits. The Brotherhood aims to serve the man of modest means in the fuller expression of his social being . . . and to be influential in making a more Christlike student body.

For some years the group embodied such purposes.⁸

The very names of these non- but not anti-fraternity group experiments—Union, Commons, Brotherhood—have been challenging; the success of the movements, although temporary, has been impressive. Along with the record of the present Co-operative House, they furnish objective data that may well be used by the college in determining a future social policy. Admitting that the norm of social life for men on our campus is the national fraternity chapter, we may nevertheless agree that the second World War and the anticipated century of the common man may produce such great campus changes that these experiments will prove of great value.

⁸ Brotherhood enthusiasm coincided with Development Program hopes that a large Men's Commons building would be constructed to serve as a center for men's social life. Doomed to disappointment in this, in the early thirties, due to the slump in student enrollment, to the constant appeal of the Greek letter fraternity, to the resignation of Dean Hormell, and to the decline of active administrative support, the Brotherhood disbanded.

CHAPTER

11

THE THIRTIES

THE flush of the enthusiasm of the twenties was still on when, in 1928, President Hoffman resigned because of ill-health, and the Board of Trustees, working with representatives of the faculty, chose as president Edmund D. Soper, formerly (1910-1914) Professor of Missions and Comparative Religion in Ohio Wesleyan. A son of missionary parents, born in Japan, the new president had been graduated from Dickinson College, had received the B.D. from Drew Theological Seminary, honorary degrees from other institutions, had served as Field Secretary of the Missionary Education Movement, as professor in Drew and in Northwestern University, and from 1925 to 1928 as Dean of the School of Religion in Duke University. Known on our campus as an excellent teacher, he had written books of note, two of them being *The Religions of Mankind* and *What May I Believe?*

When Walter A. Jones (1897), then President of the Board of Trustees, Erwin G. Guthery (1900), and Bishop Theodore S. Henderson tendered the presidency to Dr. Soper, it was understood that he should not be responsible for finances. He was primarily to represent Ohio Wesleyan "among the alumni and before the church, stimulate the religious interests, and give himself to the welfare of faculty and students." The financial strain of the depression was not foreseen.

The inauguration observances included: an educational conference in which Dean Smyser, Dean Luther A. Weigle of Yale Divinity School, Dean Raymond A. Kent of Northwestern University, and Bishop Francis J. McConnell (1894) participated; inauguration ceremonies in Gray Chapel, marked by Dr. Soper's

speech on "Academic Freedom in a Christian College" and participated in also by Mr. Jones, Bishop Welch, and Bishop McDowell; and a reception banquet at Monnett and Austin, with Ralph E. Diffendorfer (1902) as toastmaster, introducing men prominent in education, journalism and politics.

CATAclysm

The great depression, at first slow to come, in 1931 struck the campus with cataclysmic force. Even before 1929 there had been a shrinkage from the all-time high enrollment of 1925 students (the number in 1926), but during the years 1931 to 1933 the drop was sudden and startling, approximately 500 in two years. The closing of banks swept away the savings of parents; in the Cleveland area alone, which earlier had sent us three hundred students, there was a loss of one hundred. The situation filled college administrators with foreboding—a student body almost as small as that of thirty years earlier, but a much greater faculty and administrative staff to support. Finance became the big problem of the Soper administration.

There came a great shrinkage in the value of gifts made during the Development Program, and a cancellation of hundreds of thousands of dollars in subscriptions. It was necessary to dismiss younger faculty members, to decrease the number in the administrative staff, and to cut salaries severely. The greatly expanded curriculum of the twenties it was now necessary to retrench and simplify. Three dormitories (with one-third of the space unused and a shrinkage in general income of approximately thirty-three per cent) had to be carried on \$40,000 a year less than when there were only two. Among the students, fraternity and sorority groups were suspended, one after another. The depression affected all parts of the life of the college.

To an institution which depends, as does Ohio Wesleyan, so largely on tuition fees, the decline in enrollment brought disastrous curtailment in revenues. President Soper says:

Saving the institution was a stern reality. I have vivid memories of tramping from one office to another in Columbus with Mr. Cartmell, treasurer, and Mr. Hornberger, seeking to negotiate a loan so that the operating expenses might be met from month to month.

He adds that, although the loan was secured, it made the balancing of the budget far more difficult in later years.

Of the financial situation in 1933, after the Bank Holiday, Donald J. Hornberger, Professor of Economics and Business Administration, who at that time took over the office of treasurer, says:

Revenues were disappearing so fast that even though we provided for a reduction in expense of over \$100,000 for 1932-1933, in order to balance the budget, we had a deficit of \$43,000 in 1933. Since that time we have been able to control expenditures to bring them within income. How did we do it? By constantly reducing wherever possible and usually necessarily far past the hurting place. Farm properties were reorganized and set up to serve the dormitories, city real estate revamped to produce more and a steadier income.

The problems continued even in the late thirties, due to decreased endowment income, to payments on the loan, and to increased maintenance costs arising from postponed improvements.

The chief lines along which reductions were made were instruction, library expense, dormitory, administration and general expense, plant and maintenance expense, and promotion. By far the greatest saving occurred in the realm of "personnel and salary reductions." In human terms personnel reductions meant, for several instructors, loss of position, delay in professional preparation or marriage, or, at the best, the substitution of graduate work for teaching. Three salary cuts came—a total of 40 per cent—and they indeed went beyond the hurting place. That several faculty men who had, in the expansive twenties, embarked on the purchase of homes at inflated prices, were now threatened with mortgage foreclosures was not all; insurance policies lapsed, were cashed in or borrowed upon; urgent dental and hospital work was postponed; for the wives there were constant vexing problems of household economy. Faculty scholarship achievement and morale suffered; research projects and the writing of books were suspended and trips to Europe abandoned. (In large part the salary reductions have continued until today.)

THE CO-OPERATIVE HOUSE

For the American college student of the early thirties there also came economic uncertainty, accompanied by a wave of greater

seriousness. Facing the unemployment crisis, the Ohio Wesleyan senior at graduation was mastered by the sense that the gates of opportunity were closed to him. The author remembers graduates saying half in sadness and half in levity, that they belonged to the "lost generation." Only the war crises of 1917 and of 1941-1942 (and perhaps that of 1861-1865) produced as serious campus situations.

With chances of summer work to help pay college expenses cut down, the undergraduate was likewise nonplused. As a solution of this problem for a certain number of students, the co-operative house grew up, its primary purpose, like that of earlier Morris Hall and the old boarding club, being, by a system of sharing work and expense, that of cutting the cost of living accommodations. First suggested in the early twenties by Mr. Herman Shipps, and again urged in this crisis, the idea became a reality in 1931 when a committee, appointed by President Soper and consisting of Mr. Shipps, Mrs. Louise More, Dean of Women, Cora Murphy, Glee Holverstott Murray, Bertha Titsworth, Jessie McVey, and others, set up the plan.¹

The girls did their own housework and cooking and according to Dean Fretts, costs have been kept well under two hundred dollars a year. Many outstanding girls availed themselves of the system.

It was a more daring venture when, a year or two after the girls made their first attempt, the men tackled the same problem. Under the efficient direction of Miss Cora Murphy (1905), formerly Associate Professor of English Bible, and with some help from interested parties, a group of men succeeded in establishing a remarkable co-operative, now called Murphy Hall, located in a house on North Sandusky owned by Miss Amelia Watson.²

¹Ten girls were selected to live in "West Cottage" on West Central Avenue with Ella Waters Hull (1891) as housemother. The idea spread until there were, for the girls, Perkins House (temporary, under Mrs. Hester Hartman), Hartupsee House (Mrs. Sumner Welch), and Campus Lodge (Mrs. S. D. Foster, and later Mrs. Bertha Stockdale).

²By careful management, and by adhering to a definite schedule of housework for each boy, the cost of living was drastically cut. Murphy Hall is independent of direct college control, but all the other co-operatives occupy college houses and have their membership rolls made up by the

The men in this group have each year almost without exception led the men's groups on the campus in scholarship, and every year the demand for places in the house has exceeded the supply. As Miss Murphy says:

The Co-op gives the student a chance for friendships and social life without a large expenditure of money; it teaches him resourcefulness and the value of the practical duties of life; it makes him a more appreciative husband; he learns to hang up his own clothes and make his own bed or wish he had.

Although the co-operative has its own real problems, it is clear that the experiment has been a success; the college could ill afford to lose this type of boy and girl. The Ohio Wesleyan system has attracted favorable attention from other colleges. Moreover, as has been suggested, possible future economic insecurity may make the "Co-op" a factor of great importance.

Another way by which the student of modest means met the financial strain of the thirties was by availing himself of government aid. The F.E.R.A. (Federal Emergency Relief Administration) and later, the N.Y.A. (National Youth Administration) in the course of years aided several hundred students by making available sums varying from \$10.00 to \$20.00 a month each to students enrolled in some useful college service. At the highest point, the year 1936-1937, N.Y.A. students received a total of \$21,000 from the government, as many as 150 being helped in a single year. They have done clerical work, typing, filing, and checking, and have served as library and departmental assistants. Financial aid has also been available from the student loan fund of the Board of Education of the Methodist Church, and the university scholarship systems, discussed on another page.

CURRICULAR RETRENCHMENT

The Soper period was marked by the introduction of the Sunday convocation and by certain curricular adjustments. In the early twenties the Sunday church requirement had been dropped

student deans. In addition to Murphy Hall there were in 1942, for men, the South Co-operative House, in the location formerly occupied by Miss Murphy's group, and under Mrs. S. L. Jones' direction, and second, Perkins House with Miss Retta C. McMillan as housemother.

and, in the early thirties, there was a marked decline in voluntary attendance. "After careful consideration," President Soper says, "and against considerable opposition, the series of monthly convocations held at church time was inaugurated. Great care was exercised in the choice of speakers and the preparation of the services (in Gray Chapel) in every detail." Outstanding religious leaders spoke at these convocations and they were greeted with large student audiences; it seemed as though the old "Sabbath lecture" was being revived.

During the thirties the earlier trend toward pre-vocational courses continued with little modification. Greek and Latin seemed now to have run their course; business administration and home economics still continued to ride at high tide, with the social sciences, English, "pre-medic" work, and history also registering large enrollments. Although there was no far-reaching curricular change, the period saw a general reaction in the direction of simplification and unification. Departments cut down the total of courses offered, and professors in several cases were asked to give work in other fields. Possible confusion to the undergraduate resulting from a large array of courses was to some degree relieved. Coordination of the work of departments also received attention.

But a wide variety of work still exists. Professor Harold J. Sheridan, who became Dean of the College in 1934 after the resignation, due to illness, of Dean Smyser, finds the justification of the complexity of the curriculum in the "needs of modern life, the great variety of background, and the varied collection of interests represented by our large student body." The elective principle, he maintains, stabilized by a system of modest requirements and by the help of the student's faculty adviser, makes a combination of freedom and restraint. During the thirties, also, departmental honors continued to be given and what is known as the "Dean's List" was adopted. Under this plan, certain students of high scholarship rank are, if they choose, relieved of the necessity of day-by-day classroom attendance with the expectation that, as Dean Sheridan said, they will develop a greater degree of individual responsibility and resourcefulness.

But President Soper, writing in 1935, expressed misgiving re-

garding the modern course of study. Comparing the curriculum of 1845 with that of 1935, he saw that in the former year the total number of courses (largely in the classics, mathematics and science) was small; in 1935, Ohio Wesleyan had six "divisions" and they were divided into four hundred and sixty courses! He recognized that several of these branches take the place of work done formerly by the literary societies, and that the expansion in economics, sociology, political science, history, and other fields has in large degree come as a result of problems man inherits from the Industrial Revolution. It is easy also to understand the inclusion of a certain number of pre-vocational courses.

But, President Soper asks, have curriculum developments since 1900 to a considerable degree marked change rather than progress? Has not the reaction against Greek and Latin unfortunately also carried with it a reaction against the civilizations they represent?

Surely, when the curriculum does finally settle down into a more permanent form, more attention must be paid in colleges like Ohio Wesleyan to the heritage of Greece and Rome and what it means to present-day culture and civilization.

THE END OF THE HONOR SYSTEM—1931

As the Honor Court, functioning continuously since 1911, tried case after case through the years, it became conscious of its difficult problems. One of these was the wide variety of standards of student honor. Many freshmen were entirely unaware of the implications of the system. How could the court apply consistent standards to freshmen unused to the system, and to upperclassmen? What did plagiarism consist of in such varying exercises as English themes; as Bible, philosophy, history, and science note books; and as assignments which students "worked out together"? General atmosphere and conditions of order were quite different in different classes; the instructor's standards and the respect in which he was held, and whether the student belonged to a certain fraternity or clique, entered into the picture. The large, loosely organized class also presented problems.

As a group, the members of the Honor Court through twenty years were men and women of fine integrity, the president

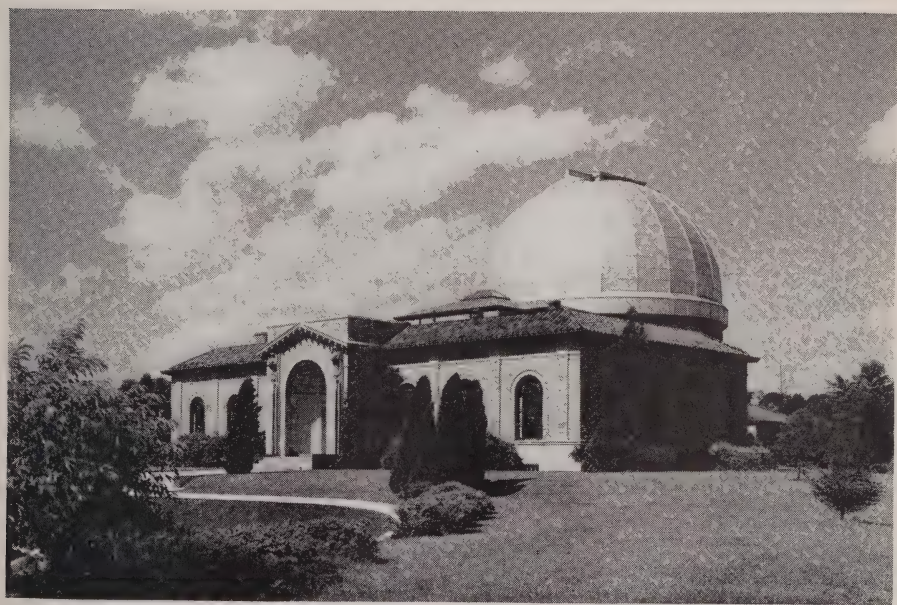
often ranking high as a student leader. Keenly aware of their responsibilities, the members gave themselves freely to their task, at times indeed expending far too much time and effort. Oftentimes midnight or two o'clock in the morning found them still in session, with defendant, witnesses and faculty adviser, in some secluded upstairs room in University Hall, wrestling with the intricacies of a case. The defendant's interests were safeguarded; the court sought earnestly to get him to confess if guilty and to change his ways. A "committee of seven" was established to help the court uphold ideals of honest work throughout the student body.

In deciding the penalty the offender should receive, the court changed from year to year, taking now more lenient and now more drastic action. "There is enough acquiescence for the system," said the *Transcript*, "but we need more active support," and in 1924 in a special meeting over one hundred students pledged themselves to report cases. Investigations frequently conducted showed almost invariably that in a few classes the morale was quite low, that in others there were scattered cases of cheating, but that in a very large number there was a condition of almost one hundred per cent efficiency. However, even though in votes to retain or drop the plan there was usually a large majority for retention, waves of dissatisfaction continued. Critics maintained that reporting cases was "spying" and that an honor system would never work in a co-educational institution.

The years 1930 and 1931 brought up the problem in acute form. "The fate of the system," President Soper said, "hangs in the balance; it must not be given up if it can be made even approximately successful." A faculty-student committee of investigation made a report recommending complete overthrow. Advocates of the honor code maintained that the committee did not profit by the experience of twenty years, to the effect that in certain classes only were conditions bad. Nor was it fully realized that the system emphasized student honesty in work done outside as well as within the classroom, and that it provided groups continuously and actively interested in developing student morale. Instead, the noble experiment was abandoned; the professor was put back in the classroom; and the Honor Court was abolished. After a short



Breaking ground
for the Perkins Ob-
servatory. Professor
Crump, Professor
Perkins and Presi-
dent Hoffman in the
foreground



The Perkins Observatory at Stratford

Student Social Life



At Bun's



A Date



"Gold Digging"

period in which it was claimed that we had a "real" system without any "spying," all pretence of direct student responsibility was dropped. The faculty discipline committee was to take over such cases as did come to light. There was no longer a central student clearing house; all were relieved of direct concern about this problem, although student government emphasized responsibility along other lines.

Robert A. Horn (1937), now an instructor in Harvard University, in an elaborate report on student problems prepared while he was here, gave this as his conclusion regarding the conduct of examinations:

One is forced to wonder which is better: an imperfect system or the total lack of any system. The history of student government shows that students have considered the encouragement of a broad and honest scholarship as its duty. That duty is not now being met.

Indeed, that the issue is not definitely settled is evidenced by various attempts made since 1931 to reinstate student responsibility.

BUDGET FEE AND COLLEGE POLITICS

The general student government system had also been functioning continuously since the period of President Welch. The Student Council had taken over a very wide variety of concerns, as many as twenty-five committees or agencies being under its supervision. The budget fee, a lineal descendant of the class and athletic association dues of fifty years ago, was a matter of importance. What interests and activities were entitled to such financial support? In the budget of 1914, for instance, the student had paid \$5.00 a year for athletics, \$1.25 for *Le Bijou* and smaller sums for class dues, senior lecture course, *Transcript*, and other interests. Twenty years later the items that led were \$10.00 for athletics, \$8.00 for hospital fees, and \$4.00 for a dramatics ticket. Student publications were removed from the required budget fee (and today the health service is run on a separate basis). Attempts have been made to make allotments to worthy organizations and activities according to need. That the problem is an important one is shown by the fact that budget assessments have amounted to as much as \$30,000 or more in a year.

The regulation of campus politics has been another major concern of the Student Council. Political parties, their grouping and regrouping, and their varied and ingenious election practices have for many years been annual campus phenomena. Ballot box regulation, the workings of preferential ballot systems, and other election machinery problems have been major student concerns; the development of constructive attitudes on college problems has received less attention. However, admitting that much time and considerable money have been spent on Ohio Wesleyan political campaigns, and that often they are marked by disturbances and noise, the elections have been comparatively "clean," and the students elected usually meritorious, the president of the student body often being a very able man. Athletic prowess has not, as in many universities, been the open sesame to student favor. However, the student politician, he who pulls the ropes and strives to arrange the fraternity groups and to win the girls and the independents, often fails to elicit great respect.

The fact that the president of the student body and the Student Council have had the duty of supervising as many as twenty-five committees or interests is only a suggestion of the complexity of modern college life. Besides the three interests already described, the list has included the chapel committee, social committee, student affairs committee, women's student government, student finance council, the fraternities, the sororities and a dozen more! But we may remember that, in 1871, the *Western Collegian* complained of too many student activities—over seventy years ago!³

³Interviews of the author with several campus leaders suggest that the chief difficulty in maintaining good student government has been the lack of continuity in student experience and planning. A project that has been started in preceding years will be again inaugurated, only to be abandoned. Mistakes are repeated by successive groups of leaders, and lessons have constantly to be relearned; perhaps the administration and faculty should provide more of the needed continuity. Student leadership reflects majority student opinion quite well, although it is less effective in moulding new opinion and launching out on new paths. As to activities, one leader suggested there are "too many of a certain type, often routine and completely intracollegiate. But," he added, "campus scholarship interests and those of a wider intellectual and cultural nature that bring in off-campus contacts might well be more highly organized than they now are."

THE HALLS

Miss Florence Nicholson (now Mrs. Allen B. Whitney), as Dean of Women from 1932 to 1936, sought a reorganization of the women's activities, particularly student government and Mortar Board, the girls' senior honorary. (Other important leaders of girls during this period were Glee Holverstott Murray, 1921, Y.W.C.A. Secretary, Goldie McCue, 1916, and the physical education staff who guided the Women's Athletic Association.) A new constitution was framed for the Women's Student Government Association, each girl's dormitory being organized under its own president and council. A leaders' dinner was organized and vocational conferences were held for the girls.

One of the most difficult problems of the thirties was the necessary retrenchment of sororities. These groups were affected even more than were the fraternities by the severe depression conditions. In the first place, in the nineteen-twenties there had been an oversupply of sororities installed; in several groups there was lacking the strong support of alumnae membership in their financial straits. But the national organizations, proud of the Ohio Wesleyan type of girl, were reluctant to approve the suspension of chapters. An administration ruling in 1934 that no group with less than twelve active members could remain on the campus, and a resolution adopted by the Women's Pan-Hellenic Association, limiting the number of pledges in a group, helped to equalize numbers. For such pioneering action in limiting membership, Ohio Wesleyan received recognition in national sorority circles.

By 1941, the number of sororities had shrunk from nineteen to eleven, the "middle group" had been strengthened, and the "strong" sororities somewhat reduced in membership. Fortunately our sororities do not have separate residence houses, but only chapter rooms and their existence does not openly violate the community spirit of the halls. Since sororities are now as well established as fraternities, it is our task to realize their values, not failing to recognize the fact that there is also the question of the unaffiliated girl.

Another change came when, in 1933, Dean Nicholson recom-

mended the establishment of smoking rooms for girls. President Soper says that when he took office, he saw that the use of cigarettes by women had come to Ohio Wesleyan. The girls were smoking on the streets and in the dormitories, with the fire hazard involved. "When a Methodist girl says that she smokes at home with her Methodist mother, the problem takes on a new phase." Thus the problem was openly recognized and it was decided that a dormitory room or rooms be provided where smoking should be allowed, in this way bringing the practice under control and localizing it. The girls were allowed to smoke in restaurants, also. Undue publicity attended the action, however, and no little criticism followed.

With, in 1931, the opening of Stuyvesant Hall and its accommodations for about 254 girls, the freshman cottage of unpleasant memory was no more. As Miss Lois Harbage (1921), assistant dean of women, 1931 to 1935, says, thrilling excitement marked the opening of this magnificent hall, with the hubbub of assigning over two hundred freshman girls to their rooms and receiving the last word from anxious mothers. Outside the building all was confusion, too, with hundreds of cars, trunks, hat boxes, and bridge lamps for John J. Hickson (ex 1914), superintendent of buildings and grounds, and "Tom" Musser to handle. Of the opening weeks, Miss Harbage says:

September heat struck, following a summer drought. Then the Delaware water supply went short. Flies attracted by the new paint invaded the stately, new home of the freshmen. Then the greatest blow of all fell. Banks closed. "The bank wiped out father's bank account; I suppose I'll have to go home," despairing girls wailed. But adjustments were made.

To recount the full story of Stuyvesant's interesting life would mean chapter after chapter dealing with incoming hundreds each year, with day-by-day corridor experiences, with the problem of quiet and study hours, with friendship with senior "ads" (senior girl advisers), and help and reprimand from "Dad" Slough, the beloved night custodian. To soften "the echo," should high heels be taboo? "Lights out" at ten-thirty! Outside, the beautiful Glen; above, the chimes at five-thirty; inside, a variety of pleasantries—in such an atmosphere Stuyvesant was working out its traditions.

There would also be the depth of feeling, the humor and the pathos attendant on problems shared by the girls with the two heads of the hall, Miss Harbage and her successor, Miss Josephine Montgomery, assistant dean, 1935 to the present. The poise and maturity of the one and the common sense and wit of the other ironed out many a troubled situation.

Mary Helen Fretts (1920) became Dean of Women in 1936, having had a wide experience in work in her field. She and others before her have had the invaluable assistance of Miss Alice Hinkle, and her close acquaintance with the girls and with the traditions of the dean's office. Miss Fretts has sought to emphasize, in W. S. G. A., the creative features rather than the rule-enforcing phases of the work, and to coordinate with it a variety of campus interests. "Transfer" girls from other colleges and the relation of the town girl to campus and dormitory life have received attention. The promotion of a course of lectures on marriage became a part of the program.

In 1942, thirty-one per cent of the girls were not affiliated with any sorority. Girls of an individualistic type of mind, girls who cannot afford sorority dues, girls who feel that the independent status comports more adequately with their democratic idealism—these and other types are to be found outside sororities. Their whole group attained an important position on the campus by the formation of the Independent Women's Association. In recent years successful candidates for the highest offices in the student body have frequently been independent women. The presidents of both executive and judicial divisions of Women's Student Government in 1941-1942 were non-sorority girls.

Thus girl life on the other hill, begun in 1853, carries on the older and the newer traditions. The quaint grace and propriety of the early O. W. F. C., the dignity and color of eighty years of Monnett Hall, the charm and vivacity of twentieth-century Austin and Stuyvesant, indeed collective "Sem" life and tradition in all its phases through the years has presented a pageant of interest and beauty. To Mrs. Donelson, seventy years ago, "social elegance" and the development of strong, womanly, Christian character were Monnett ideals; the more modern objective

would perhaps be the fullest development of the girls' personalities. A visitor to our campus once said, "Ohio Wesleyan girls seem to combine the good qualities of girls of both the East and the West."

In the college as a whole the twenties and thirties brought some changes of custom and tradition. The age-long Ohio Wesleyan democratic campus spirit, however, still persists; and our graduates still remember with pleasure their close contacts with professors and the personal note in education struck on our campus.



The Senior Bench

The sulphur spring has ceased to flow except by artificial force, and plays a much less conspicuous role than formerly; ducking of freshmen is a thing of the past, as are also, it seems, class rushes. The campus smoking rule holds up quite well, although frequently not observed in the stadium bleachers. A several years' attempt by the boys to establish an annual pajama parade through the girls' halls proved decidedly untoward; "no more parades" seems now to be the verdict. Our senior bench tradition is perhaps unequalled among colleges; seniors only may sit upon it, but others are allowed to hoist themselves above and rest their feet on it.

NEW STUDENT WORK

In an earlier day, students were attracted to Ohio Wesleyan by the pioneer hunger for learning, by the sale of cheap scholarships, by the advertised claim that tuition was practically free, by the widely proclaimed religious character of the school, by the preaching of a Thomson, a Payne, or a Bashford, and by the recognized high place Ohio Wesleyan held in western education and the existence of but few competitors.

Later, more organized appeals became necessary. In the early twenties, one of the first problems Mr. Shipps faced was the growing disparity between the numbers of freshman men and women. In the thirties the hard conditions of the depression brought a high development of new student work. Through the years Mr. Shipps has had such able assistants as Hurst R. Anderson (1926), Hobart H. Bell (1920), alumni secretary from 1927 to 1934, Carl Cunningham (1934), Mildred Alcott (1924), William Lacy (1937), James McKinnie (1937), and Professor Luther J. Bennett (1901), who has given part time to this work. Even amid depression difficulties there was a small increase each year. President Burgstahler's report in 1941 shows that Shipps visited 126 high schools; Alcott, 141; Lacy, 172; and Bennett, 62, a total of 501 schools visited. The Century Club (former Committee of 88), fraternities, alumni, faculty and staff, ministers, school men, and many other friends of the college gave assistance in this program.

According to Shipps, our purpose is to choose and select students, rather than to "get" them, and our ideal is to have our field men represent the college fairly, with no resort to commercial methods, "price cutting," and scholarship manipulation. Ohio Wesleyan does not indulge in competitive bidding, but aids in outright gifts or in loans, and helps students to find employment and to obtain living costs through residence in co-operative houses.

There are scholarships and forms of aid carried by endowment or by budget which provide help for worthy and needy students. In recent years Joseph J. Somerville, Dean of Men, as director of scholarships, has had a large part in meeting this responsibility. The college grants each year in aid of all kinds as much as \$50,000, and the total number of students receiving some degree of aid is

approximately 500. Scholarships are of two classes, endowed and unendowed.⁴

The terms under which the endowed aids are granted vary greatly, the donor himself often choosing the recipient. Especially prized and granted only to outstandingly able and deserving students are the Richardson scholarships, which provide total educational expense for the boys and girls receiving them. One of the most generous scholarship donors is Professor Rollin H. Walker. Each year he quietly provides aid to students to the amount of \$5,000 or more; thus through the years he has made possible a college education for multiplied scores of students. Miss Amelia Watson has, in a wide variety of ways, aided numbers of students. Others also each year have provided help.⁵

In 1925, the registrar, Professor Thomas E. Steckel, stated that the college, approaching the highest peak in its enrollment, had a freshman class of 613 and refused admittance to almost 200 students. Interesting items were the increase from eastern states and from Ohio cities, the number of foreign students, and the fact that about seven hundred of our students contemplated some form of educational work (very many more than today). Professor Allen C. Conger, registrar since 1933, stated in 1937 that the trend from county to city was very marked; and that twenty rural counties, which in 1927 furnished one-third of our students, ten years later furnished less than one-eighth, while the larger urban counties, Cuyahoga, Hamilton, Franklin, Lucas, Montgomery, Summit

⁴The list of the former is long, over a hundred, and includes some of the most generous gifts that have been made to the university. Outstanding scholarship funds are the Charles J. Read and the Samuel M. Richardson, already mentioned; the George Warren Brown, the Samuel and Isabel J. Lybrand, the Mary Peabody Munson, the John and Catherine Stove, and the John Taylor, all of these being amounts of \$20,000 or more. There are in addition fifteen or more endowments of between \$5,000 and \$20,000. The total amount granted students each year in scholarships of this type has been estimated at about \$20,000.

⁵Unendowed aid comes direct from the yearly budget. In 1941-1942 this amounted to \$21,000. Most of these "university scholarships" are on the half-loan, half-gift basis, and the student engages to repay after graduation with interest due from the date the note is drawn. According to D. J. Hornberger, about ninety-eight per cent of these loans are repaid—a remarkable record, indeed.

and Mahoning, had doubled their proportion, sending in 1937 almost forty per cent. Ohio Wesleyan's make-up was changing.

Already in the twenties the number of Methodist students had appreciably declined. In recent years an increase in the number chosen from the upper third of the high school class has occurred and an interesting trend has been the enrollment growth from the city of Delaware. Graduates have gone into business in very large numbers, and the decline in the attendance at theological schools has been very marked.

THE COMING OF HERBERT J. BURGSTAHLER 1939

Dr. Soper realized the sacrifices that the depression made necessary for the faculty and staff. His preference had always lain in the field of teaching rather than administration, and having for years been in not the best of health, in December, 1937, he asked to be relieved of his office. Dr. John Edwin Brown (1884), President of the Board of Trustees, asked the faculty to elect five of its number to serve with members of the board in the search for a new president. Professors C. E. O'Neal, E. F. Amy, E. L. Rice, Chadbourne Dunham (1929), and H. C. Hubbart were elected, with Professors Sidney A. Rowland and John T. Marshman (1905) as alternates. Of this group, Professors Rice and O'Neal served successively as chairmen. To serve for the trustees, Dr. Brown appointed E. E. Edgar, chairman, and Bishop H. Lester Smith, Donald D. Battelle (1919), Charles B. Mills (1919), and Harvey O. Yoder (1903), with Edwin G. Beal (1901), and Judge Orville Smith (1901) as alternates. Dr. Brown in an ex-officio capacity, and later Dr. Edward D. Jones (1892) also met with the committee. Chairmen of the joint committee were successively Mr. Edgar and Donald Battelle, with Professor Amy serving as secretary.

By a questionnaire circulated among faculty, the administrative staff, the trustees, and the directors of the Alumni Association, it was ascertained that in the peculiarly trying position in which the college found itself, the type of president needed was a mature man, preferably a Methodist, and a college administrator with some aptitude for money raising. Then the search was on. About three hundred names were suggested to the committee, in

a few cases, humorously enough, by candidates themselves. Several prominent educators, who were not active aspirants, were interviewed.

The task soon showing itself to be difficult and slow, the Board of Trustees chose Dr. Edward L. Rice, senior member of the faculty, as acting president. His reputation for fair dealing and wide experience in committee work during four administrations served him well as he undertook the responsibilities of the interim position, setting before himself the task of keeping up general morale and preparing the way for his successor. He brought back the principle of elective membership in the administration committee. A conference committee on budget was established at this time, and headway was made on plans for sickness insurance, Professor Laurence M. Sears being chairman of the committee that finally brought this issue to a conclusion. Rice's acting presidency covered the year 1938-1939; he continued to serve on the presidential committee.

In November, 1938, the search for a leader ended with the selection of Herbert J. Burgstahler, President of Cornell College, Mt. Vernon, Iowa. A graduate of the University of Minnesota and of the Boston University School of Theology, and with several years' experience in the pastorate, he was a man of energy and initiative and had been known as a vigorous administrator at Cornell. In the summer of 1939 he came to the campus, bringing with him Miss Abbie Probasco with the title of Assistant to the President. At the inauguration ceremonies in October the new president was inducted into office by Dr. Brown, and the charge was delivered by Bishop Edwin Holt Hughes. In striking words the bishop described the privilege enjoyed by those associated in the work of Christian education. "Hear the marching of eager feet as they move hither with the swing of youth and in season pass out into the world touched into culture and character and service."

President Burgstahler's purposes, expressed in his own words, are:

Because I believe in high quality education which emphasizes spiritual values and relates men to God and to the service of men, and because I believed that Ohio Wesleyan could interpret such education uniquely

to the world, I accepted the challenge to become its president in 1939. All we who believe this must together build on the foundations laid during a hundred years, the superstructure which will be worthy of Ohio Wesleyan's name.

Thus the new president faced his arduous task. Professor Rice said, "It seems that it was the combination of difficulties and great possibilities of Ohio Wesleyan that challenged Burgstahler." The first year was spent in establishing close relations with faculty, trustees, alumni and student body, and the church conferences. The short daily devotional period was re-introduced into the chapel service. Plans for financial rehabilitation pointed toward the removal of the debt that had for years lain heavily on the institution, and attention was directed to forthcoming Centennial observances. There was a partial restoration of salaries.

Upon President Burgstahler's solicitation, Mrs. Henry C. Pfeiffer of New York City made a signal gift to the college; she became a member of the Board of Trustees. The president paid her this tribute:

Mrs. Pfeiffer is a gracious, modest woman who believes so profoundly in Christian education that she has invested millions in those institutions which she believes represent her concept. Ohio Wesleyan rejoices that she chose to give one-quarter of a million dollars as a challenge gift on the Centennial Celebration Fund. Since that time she has, through the Pfeiffer estate, given \$30,000 to recondition the chapel.

This reconditioning of the chapel was carried out in the summer of 1941 and a rededication service was held at which Bishop Hughes spoke. At the Founders' Day service, November 13, 1941, Mrs. Pfeiffer herself was introduced. Greeted with hearty applause by the students, she made a short response.

CHAPTER

12

CENTENNIAL YEAR—WAR AGAIN

AT FIRST, the prospect of an elaborate Centennial Celebration in 1942 aroused great expectations. As early as January, 1941, plans were being laid by a large Centennial committee, composed of representatives from the administration, the faculty, the alumni, the students, and the citizens of Delaware. Proposal after proposal was made, but defense preparations and the possibility of war gave a note of uncertainty to all the discussions. Already the administration had decided that there should be a big financial drive. Plans were laid by the curriculum committee for an extensive consideration of the course of study; and the preparation of a history of the college was discussed. As special features to mark the 1941 Homecoming week-end, Professor McElroy spoke in chapel of former college presidents, faculty members, and campus incident, and former athletes and coaches came to Delaware for a reunion of the "W" clan. The winning, a short time before, of Coach Gauthier's hundredth game attracted attention. And to afford amusing by-play during the year, there were such Centennial "stunts" as the college boys growing beards in imitation of students of 1842; costumes and songs of horse-and-buggy days received attention on various occasions.

Although the attack on Pearl Harbor, December 7, 1941, and the war with Japan, Germany, and Italy brought abrupt changes, it was hoped that the Centennial commencement, with a baccalaureate sermon to be delivered by Dr. Ralph W. Sockman (1911), and an address by Lord Halifax, British Ambassador to the United States, would have unusual significance; arrangements were also being made for an important conference on post-war

problems which was to be held on our campus in March, under the auspices of the Federal Council of Churches of Christ in America. In spite of war and program changes, it seemed that the year 1941-1942 might still register a due portion of pleasant reminiscence and of appreciation of the significance of Ohio Wesleyan's first one hundred years of history.

THE CENTENNIAL FUND

President Burgstahler had recommended to the Board of Trustees that a million dollar minimum be raised as a Centennial Fund. It was to be allocated as follows: \$200,000 to the liquidation of mortgage indebtedness; \$50,000 to liquidation of floating debt; \$250,000 to a dormitory for freshman men; \$100,000 to reconditioning and modernizing the campus and securing additional equipment; and \$400,000 for additional endowment and emergency funds.

The trustees, alumni, and the Ohio and North-East Ohio Conferences approved the program; William F. Bigelow (1905), a member of the Board of Trustees, was named Centennial Fund Chairman; and a general committee of faculty and trustee members was named. In casting about for co-operative help, the services of Dr. J. Wesley Miller, Counselor and Director, Institutional Financing, were secured as executive director. He had several assistants who were to work in the field and Mrs. Helen L. Smith served as his office manager and secretary.

On April 2, the solicitation began in Delaware; it continued, county by county, throughout the state; simultaneously, work was carried on among the out-of-state alumni and ex-student groups definitely accessible to the larger cities, where the solicitation could be efficiently promoted. Outside Ohio the following outstanding centers of alumni interest were covered: Chicago, Des Moines, Omaha, Seattle, Portland, San Francisco, Los Angeles, Phoenix, Tucson, El Paso, Dallas, Fort Worth, Oklahoma City, Tulsa, Wichita, Salt Lake City, Denver, Kansas City, St. Louis, Washington, Baltimore, New York City, Philadelphia, and Pittsburgh. Where personal solicitation seemed impracticable, the approach was made through the letter method, giving all an opportunity to participate in the program.

At the outset, Mrs. Pfeiffer's \$250,000 gift served as a challenge. It was conditioned upon the raising of \$500,000 additional in cash by June 1, 1944. The trustees, not including Mrs. Pfeiffer, pledged in excess of \$100,000; the faculty and staff, \$20,000, and the support of alumni, ex-students, parents of students, interested Methodists, and other friends brought the total number of pledges up to 9,133 as of Saturday noon, May 30, 1942. The announcement, on that day, of the total, \$805,813.63, was enthusiastically received by the visiting alumni and friends at the alumni luncheon. That in the midst of war's demands, this amount had been subscribed and that 3,200 pledges had already been paid in full was a tribute to the loyalty of the Ohio Wesleyan family. The trustees recommended further work on the "prospect list" of 50,000.

CURRICULUM CHANGE 1941-1942

In the spring of 1941 the curriculum committee decided that a series of meetings in the late summer be given to a consideration of the aims of the college and of the "philosophy of the curriculum." The aims, although frequently formulated in the past, were again stated.¹

In September, 1941, in response to an invitation, Dr. Robert J. Havighurst (1921), Professor of Education in the University of Chicago, led the faculty in a series of discussions. In a penetrating analysis of the future of the church-related college, he pointed out that enrollment would probably decrease somewhat, that financing would be more difficult, and there would be some degree of vocational emphasis, but that, since spiritual values "would

¹In summary they were as follows: the development in the student of an ability to speak and write correct English; the development of a knowledge of man's leading social, economic, and political problems, of the major historical forces, and of the values of democracy; of an appreciation of literature and the arts; of an understanding of the importance of natural science and of the scientific method and point of view; of adequate information regarding the need of good health and of recreation; of knowledge of man's mental processes, and of some degree of pre-vocational training; of an interest in community life; of a realization of the role religion and especially Christianity play in human affairs, and of the value of a personal philosophy of life. (Such phrasing of the religious ideal seems to be our modern, liberal version of the earlier college aim that each student be converted and become "hopefully pious.")

be more and more recognized," colleges like Ohio Wesleyan had real functions to perform. Describing the principal features of American liberal arts curricula, including such "progressive" programs as those of Bennington, Sarah Lawrence, Chicago, and St. John's, Dr. Havighurst characterized Ohio Wesleyan as moderately progressive with a program of specialization with distribution.

On the basis of the aims suggested, and of proposals made by Dr. Havighurst for dropping language requirements, for adopting a series of survey courses in the freshman and sophomore years, and for other changes, the committee found itself embarked on what seemed to be a far-reaching revision of the curriculum. For many long months, fall, winter and spring, in a series of Monday night dinner meetings at Bun's, the problems were pursued. It was not easy to provide courses to meet all desirable educational aims. Difficulty was encountered in providing survey courses for the various divisions; in addition, the coming of war in December introduced the question of whether the college should not postpone curriculum change and give exclusive attention to work directly related to the war effort. For a time uncertainty prevailed.

The net result was that attention was almost entirely focussed on specific required courses in the freshman and sophomore years; the idea of the survey courses, however, being only in part adopted. The integration and correlation of advanced courses and other problems were left over for later action. In the division of philosophy and religion there was little or no change, the course in Bible and one additional course in this field, still remaining as requirements; in natural science, also, there was little change. The history and social science requirement was lessened somewhat and an optional survey course in the latter field was adopted. In the field of language and literature, however, the changes were far reaching; all general foreign language requirements were dropped; thus French, German and Spanish went the way of Greek and Latin.

To take over the "hours" that had been freed, entirely new courses were to be required, one in the "Humanities" designed to introduce the student to masterpieces in Greek, French, Rus-

sian, and to a lesser degree English and American literature; a course in speech; and an appreciation course in "the arts" (either in music, drama or fine arts). In comparison with the earlier curricular emphasis, the curriculum revision of 1942 was in the direction of stress on written and oral communication, on European literature and on the arts, and away from modern language and to some degree from history and social science. This new curricular cycle began its revolution in the midst of world conflict. The uncertainties involved in such change are illustrated by the fact that such subjects as mathematics, physics, and chemistry, although not specific requirements, soon came to be "required" by the exigencies of war, and students began taking them in large numbers. But even rising internationalism, world interdependence, and global war did not seem to demand modern language.

The Centennial Year, with its backward look at our hundred years of educational development, and its curriculum revision, the coming of war with its increasing government control of college education and its great emphasis on practical science, technology and mathematics—all this brought forward not only the problem of the future spirit of the liberal arts colleges, but that of their continued existence. Is the man of dominant influence in the future to be the specialist-technologist or the man of general culture? The traits of the man of culture, "personal poise, proportion, insights, conviction, and the right sense of values," are qualities imparted in a peculiar degree by the liberal arts branches, the humanities, literature, philosophy, history, religion, and the social studies.

Whatever present trends seem to indicate, deeper reflection points to the conviction that, back of specialized training, there should be the general view, that while techniques and science will always provide the necessary means for living, the ends of civilized life will still in large degree be determined by men who have training in liberal culture and religion.

The occasion, then, is one that calls for reappraisal. Just as Thomson, Elliott, and others a hundred years ago saw and grasped the field of opportunity that western hunger for learning, and the large Methodist constituency in Ohio held out for the

proposed college, and just as, fifty years ago, Bashford and others, sensing new possibilities, took forward steps, so the passing of the Centennial Year affords the occasion of a new estimate of assets and a new determination to realize always present potentialities.

THE DELAWARE CONFERENCE

A very conspicuous Centennial Year observance, and as it proved, the most notable gathering ever held on our campus, was the National Study Conference on the Churches and a Just and Durable Peace, held in Gray Chapel on March 3-5, 1942, under the auspices of a special commission of the Federal Council of Churches. Twenty-six Protestant church communions and allied organizations chose delegates, and about 375 were in attendance. There were representatives of such varied groups as the Methodists, the Presbyterians, the American Unitarian Association, the Mennonites, the Five Years Meeting of Friends, the Salvation Army, and the Universalists. Many bishops were present, several editors of church journals, heads of theological schools, and prominent laymen.

President Burgstahler and his faculty committee had planned this great gathering through our own alumnus, Walter W. Van Kirk (1917), and Bradford S. Abernethy, two secretaries in the Federal Council. Dr. John Foster Dulles, Chairman of the Federal Council Commission, and Dr. Luther A. Weigle, President of the Council, shared the responsibility of presiding over the meetings. Along with the sessions there were held the Merrick-McDowell lectures, a union of our two leading foundations. Gray Chapel saw the inspiring spectacle of thirteen or fourteen hundred college men and women seated together with this large body of Christian leaders listening to men of outstanding note speak on world themes. Six in number, the lectures were perhaps the most widely attended in the history of the college.

Bishop Francis J. McConnell (1894), in the first lecture, stressed the need of a discussion of peace terms while the war was still on, and pointed out the racial and national problems and distressing economic conditions that would have to be faced. The second lecturer, Dr. Hu Shih, Chinese Ambassador to the United States, stoutly asserted that the indispensable condition of a lasting and

equitable peace in the Far East was the existence of an independent, unified, and modernized China. Third, Dr. Leo Pasvolsky, special assistant to Secretary of State Cordell Hull, making a remarkable survey of the "fatal drift" in international economics following the first World War, and pointing out the danger of trade warfare after the present conflict, insisted that "multilateral balances of international accounts" must be worked out and higher standards of living for all peoples realized.

Dr. William Paton of London lectured as a part of a colorful service of ecumenical worship, in which Dr. John R. Mott, a grand old figure (very familiar to Ohio Wesleyan students of thirty or forty years ago), and Dr. Mary E. Woolley, former president of Mt. Holyoke College, participated. The fifth and sixth lectures were delivered by Dr. Dulles, Presbyterian layman and international lawyer, and Dr. Carl J. Hambro, prominent Norwegian statesman with experience as president of the Assembly of the League of Nations. Dr. Dulles, while insisting on the values of nationality, suggested ways in which the necessary limitations of sovereignty might be achieved. Dr. Hambro proposed certain improvements in the operations of the League of Nations; to him, in sharp contrast with other speakers, economic factors as a cause of war were less important than extremely nationalistic education and propaganda of the Nazi type. These Merrick-McDowell lectures were later published by Abingdon-Cokesbury under the title *A Basis for the Peace to Come*.

Although it was felt by many delegates that just and durable peace terms could only come with the victory of the United Nations in the war, the conflict itself did not receive much attention; the subject of peace was strictly adhered to. Four statements were prepared, one by each of four sections of the conference, meeting in classrooms in University Hall. Based on a preliminary draft prepared by Ohio Wesleyan professors in the social science, history, philosophy, and other departments, Professor Arneson being section *rapporteur*, the report of the political section asserted that the United States should pursue a responsible policy with concern for the welfare of all peoples, and that certain powers now exercised by each state must be delegated to international government, acting in accordance with a world system of law.

"The economic tensions and distresses of our day," said the report of the economic section, called for a "new ordering of economic life"; for "the progressive elimination of restrictions on world trade"; and for the complete achievement of the goal set by the Atlantic Charter—namely the securing *for all* "of improved labor standards, economic advancement and social security." By the section on the social bases of peace, the need of post-war relief and rehabilitation, and the necessity of equitable treatment of all racial groups were stressed, while the section on the churches' relation to the problem called for a very extensive program of education along all these lines.

The town of Delaware, the *Christian Century* said, proved a fine location for such a meeting, and Ohio Wesleyan University provided all the necessary facilities. *Time* magazine quoted Bishop Ivan Lee Holt as saying, "Intellectually, this is the most distinguished American church gathering I have seen in thirty years of conference going."

With its adjournment, wide gates of influence seemed to open for the conference, and its findings were printed and distributed throughout the United States by the Federal Council and by church journals. The "Delaware Conference" received much attention in the following months; the *Christian Century* prepared a handbook for discussion groups studying its work. "In some respects the Delaware findings go beyond those of the Oxford and Malvern Conferences," is the comment of one journal, adding, "The Delaware Conference made history." Back of all the peace discussion there was among many delegates the feeling of the dire necessity of bringing the war to a successful close.

WAR AGAIN

The second World War occasioned profound changes in all phases of American life, and the colleges could not escape. To Ohio Wesleyan the national emergency brought during the year 1942 an accelerated program, changed vacation periods, a pushing up of commencement week (and, later, plans for three commencements a year), a summer school, a system of enlisted reserves, and preparations for a Naval Flight Preparatory School to consist of approximately six hundred cadets to be quartered in

Stuyvesant Hall. There was, moreover, every indication that further changes would come later.

The *Bulletin* published in February, 1942, gave the following as the purpose of the new accelerated program:

College officials are still of the belief that a four-year period of eight semesters is the best program for the all-round development of the student. However, the nation is at war. All men are subject to military service when twenty years of age. Including the summer sessions, Ohio Wesleyan students will be able to complete the work for the Bachelor's degree in three calendar years or thirty-one and a half months of actual study.

But in a short time this important change was all but swallowed up in further developments.

Before Pearl Harbor the interest of alumni, faculty and students had been centered on the defense program, various faculty committees having been appointed for this purpose; after Pearl Harbor defense became war. Very soon large numbers of alumni of draft age and many who were in officers' reserves became subject to call and several undergraduate students enlisted. (The Selective Service Act as first adopted had as its lower limit the age of twenty-one. When later this was lowered to twenty and still later to eighteen, educators became gravely concerned as to the possible effects of this law on the colleges of the country.)

All students of draft age were urged to recognize their larger obligations to national defense and do good work in their courses. It was recognized that work in certain fields, such as chemistry, dentistry, pre-medicine and engineering, for students carrying it in a satisfactory manner, would be considered as grounds for occupational deferment, the college certifying these men to the local draft boards. But practically none of the students were immediately torn from the classroom; in most cases they were allowed to finish their semester's or their year's work. All through this period, the advice of both government officials and college authorities was, "Stay in college until called."

The need of college men in candidate schools for officers' training and in the various technical forms of war service lent support to this advice and led to the inauguration of a system of enlisted reserves. The Army, the Navy, and the Marines wanted men who

had character, leadership ability, and a college education, or some form of special training. A joint Army-Navy Release put out by Frank Knox, Secretary of the Navy, on May 14, 1942, announced the War Department's Enlisted Reserve Corps. The plan called for the voluntary enlistment in the Army Enlisted Reserve Corps of a certain number of college students possessing superior qualifications, such students to remain for the time being in an inactive status in order to continue their education. The release warned that extra-curricular activities not specifically directed toward physical or mental preparation for participation in the war effort could no longer be encouraged. The Marine Corps and the Army Air forces gave expression to a similar attitude, and made similar plans.

The result was that most of the men in college over eighteen were in the year 1942-1943 members of some reserve. Advices from Washington emphasized that college men, being looked upon as prospective leaders, should be able to speak and write English effectively, should have a general acquaintance with mathematics on the college level, and with some form of science work that was useful in the war effort; they should be vigorous in health and able to care for themselves physically under any and all conditions. Professor A. C. Conger, registrar, undertook the taxing duties of adviser to enlisted reserve men and those subject to the draft. (And Mary Hester Denney, ex 1916, efficient assistant registrar, wrestled with problems of "proportional credit.") Late in 1942 the expected coming of the Naval Flight Preparatory School revolutionized campus conditions, as is well illustrated by citing the single item of the freshman girls having to leave Stuyvesant for crowded quarters in Austin, their spacious hall to be turned over to six hundred naval cadets. Moving the girls from one dormitory to another was a strange war episode.

The college introduced many courses directly related to the war effort, and of special value for the students in the reserves. There was emphasis on work in mathematics, physics, navigation, meteorology, chemistry, bacteriology, radio, photography, and optics. First aid, dietetics and home nursing received attention, and professors in various departments offered "defense courses" for the people of Delaware. The Department of Physical Educa-

tion established a rigorous regime of physical hardening for the boys, even some features of the "commando" training being introduced.

In classroom and chapel the principles of democracy were explained, extolled, and contrasted with totalitarian philosophies. The work in various departments, especially social science, history, and philosophy, stressed the causes of war and the bases of a just and durable peace, and several new courses were offered. But there was less emotional excitement and less enlistment *en masse* than in 1917, and only gradually did the gravity of the war crisis dawn on the campus. When, however, plans were made for "all out" preparations and the draft age was lowered to eighteen, beneath outward appearances a spirit of uncertainty and grave seriousness came to prevail.

ANOTHER SERVICE FLAG

As to actual service up to the summer of 1942, hundreds of older alumni who were already reserve officers, of unmarried alumni and students of recent classes were to be found in camp or at the front in all forms of the service, in the Marines, the Army, the Navy, in the air arms of these branches, in artillery, Coast Guard, and Signal Corps. Day-by-day news was received that this or that older man or boy was at camp in some southern state or was facing the fortunes of war in Hawaii, in the Philippines, in the Solomon Islands, Australia, or Egypt.

Letters revealed the strange new life opening up before boys only recently on the campus and the direct and manly way they were in all parts of the world responding to discipline and facing their stern task. One student wrote, "Never have I seen things more clearly than on days of bombing and nights of shelling." By commencement time the roll of the honored dead had mounted to five and their gold stars had been sewn into the second World War service flag that was dedicated at that time. The names were: Ronald A. Findlay (ex 1937), killed in an air collision at sea near Hawaii, July, 1941; David W. Jackson (1938), at Pearl Harbor, "lost in action," December 7, 1941; Randall R. Schamp (ex 1941), at Ellington Field, Texas, in an air accident, January, 1942; George W. Gentle (1939), at Jacksonville, Florida, Jan-

uary, 1942, in an air accident; Charles F. Hufford (ex 1943), in an airplane crash near Fresno, California, March, 1942.

Summer and early fall added the following to the list: William H. Shaeffer (ex 1935), of burns at Camp Robinson, June, 1942; Albert M. Osborn (ex 1944), while in service on board U.S.S. *San Juan*, July, 1942; Don L. Miller (ex 1942), in an airplane crash near St. John's, Arizona, September, 1942; Richard K. Riddle (1939), in an airplane crash in Maine, September, 1942; Frank Wilbur Peat (ex 1942), in an airplane accident, in Mississippi, September, 1942; and John Edward Blickle (1927), in an auto accident, Iowa, October, 1942.

CENTENNIAL YEAR COMMENCEMENT 1942

With the speed-up program, the simplified commencement, and with restrictions on the use of tires in order to conserve rubber, it was thought that only a moderately sized crowd would come to Delaware to enjoy the older friendly type of commencement season. In fact the crowd was large, and the occasion proved to be one of great dignity and impressiveness. There was first the regular meeting of the Board of Trustees (Friday, May 29), followed that evening in Gray Chapel by a preliminary entertainment in the form of a faculty-alumni fun-fest revival, with "Gay-Nineties" songs and other features, assembled by Mary Helen Fretts (1920).

Next day in an alumni chapel service, Professor Walker made a witty, appreciative speech in recognition of his retired colleagues, several of whom, Professors Duvall, Westgate, Miller, Rice and Miss Isabel Thomas, were with him on the platform. Professors McElroy and Higley, and Misses Clara Williams, Grace Stanley, and Helen Parsons were not present. The speaker's zestful, personal "Walkerisms" were followed by some sound educational advice. "The problem (of our college) is how, without throwing away any of the old values, to be daringly progressive." "This institution should guard against letting new ideas go on a spree. One of the tragedies of history is the scrapping of eternal truth by those who have suddenly wakened up to some complementary truth."

At this service also alumni awards, recognizing service rendered

to the college, were presented to Professor R. B. Miller (1895), Mrs. Mabel Salisbury Benson (1923), Will D. Redrup (1904), Dr. W. G. Carlisle (1909), and Jay W. Hartsock (1913). The newly made service flag with 416 blue stars and five gold, showing the contribution already made by alumni, ex-students and undergraduates to the second World War, was dedicated by Donald B. Watkins (1919), a veteran of the first World War and Past Commander of the Raymond B. Austin Post of the American Legion. Amid deep silence, the names of the five who up to that date had made the supreme sacrifice were read. A portrait of Professor Dwight N. Robinson, deceased, which had been painted by Harry Wood, of the Department of Journalism, was presented by Omicron Delta Kappa, senior honorary, through its president, Ward McCally (1943).

At the alumni luncheon in the gymnasium on Saturday, James J. Nance (1923) presided, introducing, first, Grace McCarty Whitehead (ex 1907), chairman of the Campus Planting Plan of the Associated Monnett Clubs, who spoke of the work of campus improvement that her committee had done, with the advice of Eleanor Hills Christie (1912). By a strange coincidence, Pella Creighton Brossman, daughter of Joseph Creighton, who seventy-five years ago undertook his plan of planting trees and shrubs, was present at the luncheon, a graduate of the earliest class represented, that of 1876. (Other early alumni present during the commencement season were Mary Graham Smiley, 1877; Frank S. Monnett, 1880; Chase Stewart, 1880, and Minerva Wyatt Jackson, 1881.)

Also introduced at the luncheon was the newly elected president of the Alumni Association, George H. Saville (1922). There was announced the election of new alumni members of the Board of Trustees, Dean William W. Dawson (1914), of the Western Reserve Law School and Arthur S. Flemming (1927), United States Civil Service Commissioner; and of the new alumni directors, William V. Frazier, Jr. (1921), and Lois Harbage (1921). William F. Bigelow (1905), Chairman of the Centennial Fund Campaign, reported the creditable progress made on that project. During the week-end, interest was shown in a display of art work of alumni collected under Miss Sallie T. Humphreys' direction, on

exhibit at Lyon Art Hall, as well as in a historical exhibit showing college life and alumni achievement through a hundred years, prepared by a committee under the direction of Professor William A. Manuel, on exhibit in the library.

On Sunday morning, in Gray Chapel, Dr. Ralph Sockman of Christ Methodist Church, New York, delivered the baccalaureate sermon on the subject, "The Road Leads On." He said, in part, that the roads by which God would, if we would let Him, lead us to a better day, were the path of economic plenitude; the path of a new sense of belonging; the path of an intensive cultivation of life's local areas; and the path toward a new social solidarity embracing racial, religious and national groups.

There are signs that we are abandoning the "scorched earth" policy of emotional exhaustion through so-called self-expression and are returning to the cultivation of the full life through self-discipline and the old simplicities.

A Centennial "service of dedication," following a ritual prepared by Professors Marie Drennan and Rexford Keller and conducted by Bishop H. Lester Smith, included a "Prayer of Thanksgiving for Our One Hundred Years," a part of which follows:

We thank Thee, O Lord, for the founders of this college and for the quality of the foundations on which they built; For the faith of the men in thy ministry who established here a community of learning in which the sons of a pioneer state might seek the integrity of mind and the amenities of the spirit which the pursuit of the liberal studies can give; For the faith of the citizens of Delaware who gave even in a year of poverty the purchase price of the land where this college could be built, and who from then till now have made their city the center of hospitality, the crossroads of the world; For the teachers who came from distant places to become a part of the small unheralded beginnings; For the trustees and administrators who sought no personal honor except the honor of service in a task of dignity and worth; For the pioneer farmers and tradesmen who poured their sacrificial gifts into the treasury of this college; For all who builded better than they knew, O Lord, we thank Thee.

And there followed a "Dedication for the Future."

A Centennial musical concert, given on Sunday evening in Gray Chapel, under the direction of Professor Rexford Keller, was participated in by the University Orchestra (Charles J. Tesar,

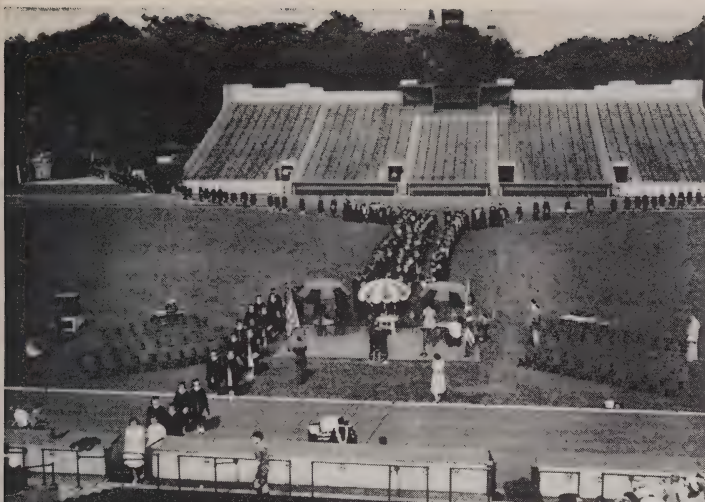
conductor), the Singers Club, and the *A Cappella* Choir. Guest artists performing were Dr. Clarence Dickinson, organist, and Dale S. Bartholomew (1927), pianist.

The occasion of holding the commencement in the Selby Stadium—for the first time—and the presence of his Excellency, the Right Honorable Edward Frederick Lindley Wood, the Viscount Halifax, British Ambassador to the United States, made the exercises of 1942 perhaps the most imposing in our history, about five thousand persons being in attendance. (It was, in fact, the ninety-sixth annual commencement.) The audience sat in the east side, and the view was deeply impressive as the processional, having threaded through the campus and passed the sulphur spring, now crossed the stadium grounds, the 227 graduates marching through an aisle formed by the faculty, trustees and honorary degree candidates, against the background of campus trees and Gray Chapel tower. Over a century before, on this stretch of ground, the spring, the tavern, the soldiers' camp and the pioneer cemetery had witnessed far different scenes; the holding of commencement exercises on this same spot was a striking example of the transforming power of education and culture.

The invocation prayer offered by Dr. Ralph E. Diffendorfer (1902) included thanks for the work of the founders and prayer for our national leadership and for the boys in service. It asked the blessing of God "upon him who today represents among us His Majesty, the King," and begged that Americans might see afresh their responsibilities "to create a new world order in which justice for all men shall make wars unnecessary and outmoded."

Upon being introduced by John W. Bricker, Governor of Ohio, Lord Halifax spoke very appreciatively of John Wesley's work in England, especially of his influence in giving a religious tone to British radicalism and in inspiring "the march of the common people." Calling the Hitler movement the latest and greatest attempt in history "to live without reference to God," he said that Nazi worship of the state by seducing German youth, had created what would surely be the greatest of our post-war problems. He stated that the United Nations, having overcome the handicap caused by lack of equipment, were now winning over Germany in the production fight, and the British air raid on Cologne,

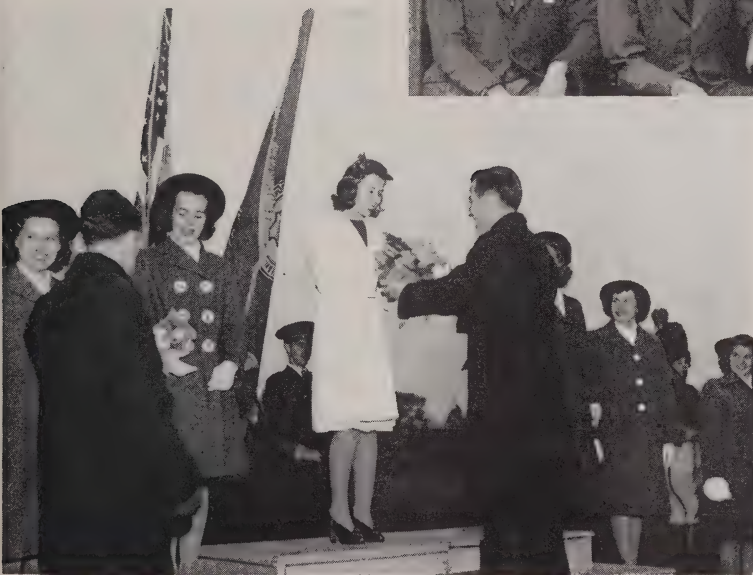
Centennial Year



The Centennial
Commencement
Procession, 1942



The Vintage of
1941-1942



Centennial Home-
coming queen and
attendants, 1941



Lord Halifax, Doctor of Humanities. President Burgstahler confers the degree at Centennial Commencement. Professor T. C. Dunham, left; Dean Harold J. Sheridan, right

which had occurred the night before, gave pertinence to his words. The influence of the Delaware Conference, he said, was proving to be similar to that of the Malvern assemblage of the clergy and laymen of the Church of England. (At a luncheon held in Austin Hall, speaking with deep feeling regarding educational ideals and the war, Lord Halifax said, "I feel close affinity between the things we value at Oxford and those you cherish here. University learning and the free pursuit of truth is imperative at the present time for the maintenance of free government and democracy.")

After the graduates had received their diplomas, there occurred the impressive ceremony of granting honorary degrees, eighteen in all. The following alumni were honored: Harold Charles Metzner (1917), Doctor of Divinity; Karl Philip Meister (1918), Doctor of Divinity; Emery Edward Neff (1913), Doctor of Literature; Arthur Charles Bevan (1912), Doctor of Science; Henry Bohn Hass (1921), Doctor of Science; and Ralph Eugene Diffendorfer (1902), Doctor of Laws. Upon Carroll Herbert Lewis, Minister, Hyde Park Methodist Church, Cincinnati, and on John Marinus Versteeg, Minister, Walnut Hills-Avondale Methodist Church, Cincinnati, was conferred the degree of Doctor of Divinity. To Clarence Dickinson, of The School of Sacred Music of Union Theological Seminary, was granted the degree of Doctor of Music; to Alpheus Wilson Smith, Professor of Physics and Dean of the Graduate School, Ohio State University, the degree of Doctor of Science; and to George O. Van Orden, Major, United States Marine Corps, the degree of Doctor of Military Science.

The degree of Doctor of Laws was conferred on Samuel McCrea Cavert, husband of Twila Lytton Cavert (1915), and on Ellis Phillips, husband of Kathryn Sisson McLean Phillips (1901), former Dean of Women. Dr. Cavert is General Secretary, Federal Council of Churches of Christ in America, and Dr. Phillips is President of the Long Island Lighting Company. The degree of Doctor of Laws was also conferred on Frances Payne Bolton, Member of the United States House of Representatives from Ohio, on Edgar Sheffield Brightman, Professor of Philosophy in Boston University, on Harold Hitz Burton, United States Senator from Ohio, and on Umphrey Lee, President, Southern Methodist University.

On Lord Halifax, who, in addition to his prominence in diplomacy and statesmanship, held the position of Chancellor of the University of Oxford, President Burgstahler conferred the degree of Doctor of Humanities. It was a fitting climax for our hundred years of history. We are reminded that Ohio Wesleyan had at its inception in 1842 conferred honor on another Englishman, Edward Thomson, by electing him as its president. President Thomson, himself, in his inaugural address in 1846, had said that in establishing the college, the founders were not engaged in the enactment "of a mere farce around the sulphur spring," but were embarking on a great enterprise. Instead of a farce, the scenes of the century of college history had unfolded as a pageant, a drama of human dignity and worth and significant achievement, with settings prepared for the enactment of further scenes in the years to come.

CHAPTER

13

PROFESSORS — LIBERAL ARTS

THE narrative story of a century of Ohio Wesleyan history has been told; there remain to be treated in subsequent chapters such varied themes as the professors, the curriculum, campus life, and student activities. As has been seen, the curriculum was complex and adaptive almost from the start; it provided varied courses, classical, scientific, and Biblical, as well as Preparatory Department or Academy work. The "university" of that day offered much non-classical work. Even full professors gave courses outside the areas of college Greek, Latin, mathematics and Natural History. With the union of the colleges in 1877, there came the further variant of the ladies' course and, in addition, work in art and music. For several decades three or four degrees or diplomas were granted. In 1878 there was set up a special class in physics for girls, "omitting the more difficult mathematics." Progressive curricular adaptation sixty-five years ago! We are also pleased to know that lectures on "how to study" were given by Professor Merrick and Miss Martin. We even discover that release from classical requirements was frequent; "petitioning out" has a long and honorable history! The thesis that we had only a rigid classical curriculum in the early decades is quite misleading. Moreover, the forms of specialization that were introduced by President Bashford meant yet wider diversification, and the socialized curriculum of Dean Smyser carried the process still further.

In the following pages, which are concerned with the various departments, the professor is treated in relation to his field, with the exception of certain outstanding early figures already de-

scribed. The succeeding chapter, which treats the natural science curriculum and professors, is largely the work of Professor Westgate.

GREEK AND LATIN

The first fifty or sixty years were the golden age of classical studies in Ohio Wesleyan. It was Greek and Latin, "highly inflected" languages, together with mathematics, that provided the desired "formal discipline." However, the author, in his interviews with several of our oldest graduates, found very few who regret the work done in the classics; not a few indeed asserted that their classroom contact with William G. Williams was their most stimulating educational experience. To condemn the classical curriculum is to condemn much American college education from its beginning almost to today, and to cast into the limbo of futility a very large part of European education since the Renaissance. It is felt by some that our recent almost complete obliteration of the classics from the curriculum encourages neglect of these great literatures not only in the original but in translation as well. Many think that at least the student of vigorous mind and wide intellectual reach ought, in case he desires it, to have available the study of the contribution of Greek and Latin to our own language, as well as this approach to our cultural heritage from Greece and Rome.

Herman M. Johnson, Professor of Ancient Languages at Ohio Wesleyan from 1844 to 1850 (later President of Dickinson College), must be considered as one of the founders. Both he and Solomon Howard came to the campus earlier than did Merrick and McCabe, and the fact that both became college presidents suggests their mental calibre. The long career of Williams with his active mind for fifty-seven years playing on the fine points of Latin and Greek, especially the latter, has been described elsewhere.

Richard Parsons, tutor and Adjunct Professor, 1875 to 1884, and from 1884 to 1920, Professor of Greek (for a while also teaching history), sought to give a literary and interpretative emphasis to his work, and impressed all who knew him with his remarkable wit and wide vocabulary. He spent the year 1893-1894 in

special work in the American School of Classical Studies in Athens, Greece. Meanwhile, from 1859 to 1909, William F. Whitlock, as tutor, adjunct professor and professor, had been carrying on the work in Latin language and literature, varying his contribution with occasional lectures on English literature. From 1877 to 1883 in charge of Monnett, in 1904-1905 acting-President, and from 1905 to 1909 Vice President, he stood out after the death of Professor Williams as the college grand old man. For a long period, he served as librarian.

In the second chapter a list was presented of the Greek and Latin masterpieces in history, epic poetry, drama and philosophy that the student of the eighteen-forties was required to study. We here add a list that serves as an example of the work done fifty years later. In the Preparatory Department the course in Latin included Caesar, Cicero and Virgil, while that in Greek covered Xenophon's *Anabasis* and Homer's *Iliad*. In the college, freshmen studied Livy and Horace, juniors, Tacitus and Juvenal, and seniors the philosophers Lucretius and Seneca—all under Professor Whitlock. Sophomores took Horace, Plautus and Terence under Professor Grove. In Greek, Professor Parsons taught Homer's *Odyssey* and Euripides' *Medea* to freshmen, and Aeschylus' *Prometheus Bound* and Aristophanes' *Frogs* to juniors. Professor Williams led the sophomores through Plato's *Apology* and *Crito*, Thucydides' history, and Sophocles' *Oedipus Tyrannus*, and the seniors through Demosthenes, the Greek lyric poets, and certain books in the Greek New Testament.

Non-classical present-day trends leave us with scant knowledge of these great masterpieces; few of us read these great books even in translation, or have any adequate conception of the civilization they represent. At times, art, architecture and other aspects of Greek and Roman culture were treated in class. In 1896, the well-known classicist, Professor John Williams White (1868) of Harvard, gave a series of lectures on Greek drama.

Whitlock's colleague as Professor of Latin for eighteen years (1890-1908) was John Henry Grove, earlier adjunct professor and for several decades in charge of the Academy. Professor McElroy reminds us that this busy man found time to be the author of Latin textbooks, and at one time served as registrar. He died sud-

denly in 1908. From 1900 to 1916 Joseph C. Messick, a quiet, highly respected scholar, taught Latin (Professor, 1910 to 1916), and after Whitlock's death headed the department; Miss Grace Stanley, beginning in 1889 as tutor, served as assistant and later associate professor during the years from 1915 to 1923.

In the early decades of the nineteenth century throughout the United States, Greek and Latin came under fire as required subjects. The values of formal discipline had now for many years been questioned, and the new theories of "education for the demands of life" were occupying the center of the stage. "Motivation" and "integration" and a whole new vocabulary of educational phrases came into vogue. The offering of a course in Greek literature in English as early as 1907 was a straw in the wind, indicative of prevalent trends. The claim was repeated that classicists stressed Greek and Latin tenses and endings at the expense of deeper and richer values, that they neglected to instill into the souls of their students "the idealism of Plato, the power of Socrates, the eternal and universal catharsis of Greek tragedy, the human, social satire of Aristophanes, the universality of Homeric men and women, the idyllic beauty of Theocritus, the lyricism of Sappho."

But on the other hand, to drop classical language study meant, to teachers of these subjects, the casting away of values that were dear, and it was feared that the result would be the neglect of those refinements of speech and humane culture exemplified by such men as Williams, Parsons, Whitlock, Grove, Messick, and Robinson. Moreover, the anti-humanist movement carried the threat of neglect not only of Greek and Latin in the original and in translation, but of Shakespeare and American literature as well.

The last Professor of Latin, Dr. Dwight N. Robinson, also gave courses in Greek. With sadness and misgiving he witnessed the completion of the curricular revolution of the early Hoffman period. At a later date, ill health bore down upon him also; his death, which came in the fall of 1941, cast a shadow over Centennial Year preparations. At an impressive memorial service held in Gray Chapel, Dr. Ernest F. Amy gave an appreciative assessment of his personality and work. "Robbo" had as his chief interests, outside of class, European travel, devoted church relation-

ships, the writing of drama and poems, the cultivation of friendships, and the preparation of foods which he delighted to serve to his friends. He had remarkable linguistic facility, which he revealed in his spirited renditions in Latin of plays, Christmas carols and popular songs. Professors of Robinson's type are becoming rare.

MODERN LANGUAGE

In spite of the classical emphasis, almost from the very first, provision was made for the study of French and German, and of Spanish and Italian, "if desired." The very early "tutor in languages" (at various times Samuel Wesley Williams, 1848; William O. Semans, 1857, and W. F. Whitlock, 1859), besides helping with Latin or Greek, seems also to have given instruction in modern languages. Percival C. Wilson (1855), a man of wide culture and travel, and a teacher of promise, put the work in German and French on a substantial basis, 1861-1863, although he soon left college to go to war. John Power Lacroix (of 1857, our earliest "famous" class) took up the work in 1864 and served as Professor of Modern Languages and Literature and History, 1866-1879. He was a scholar of note and a wide European traveler.

In Lacroix' period, the catalogue said that French and German served as "keys to the rich treasures of continental science and literature." French was a "graceful literary language and a convenience in European travel" (1872). The student was advised to get direct conversational training by attending Bible class or preaching in one of the three German churches of Delaware, but in the classroom, too, "the languages themselves were made the medium of communication" (1867). In 1869, there was a German literary society with L. V. Tuttle (1870) as critic. One hardly believes his eyes when he reads that in 1868 the senior class petitioned to be "permitted to speak (at commencement) in whatever language they severally preferred, namely, English, Greek, Latin, Hebrew, French, German, Welsh or Irish, in each of which some one is able to speak"! Although two of the faculty supported them, their request was not granted—perhaps out of respect for the feelings of the audience. Unquestionably, both for faculty and

students, the post-Civil War period was a great age of linguistics.

Spanish, offered only by special request, received but little attention before the eighties. A special fee of three dollars charged for modern language work proved a real obstacle to enrollment and brought much criticism from the *Transcript*. The fact that the scientific students, although freed from the study of Greek, must substitute French or German, drew attention to the latter subjects.

Lacroix, "oppressed by constant ill health, studied and wrote incessantly until at length, while on a European trip, he broke down completely and reached home only to die, September, 1879." Continental scholarship had as its first prominent representatives on our campus Lacroix and Professor William W. Davies (1872), who became Professor of Modern Languages and Hebrew. In those days, as Professor McElroy points out, there was "an Ohio Wesleyan at Halle," several of our graduates working in theology and language forming a group at this famous university. Davies (Ph.D., Halle, 1876), a prodigious worker, and a devoted alumnus of the class of 1872, held his composite professorship until 1890, when Miss Clara Nelson (1872), who had been instructor for ten or more years, took over the French, becoming a professor in 1896, Davies continuing with German and Hebrew until 1921. The second Mrs. Davies, formerly Mrs. Morris Sharp, was a generous donor to the college.

To Clara Nelson's great credit, she made a vigorous protest against the still prevalent custom of having visitors and examiners, "who didn't know anything about French," conduct examinations. In time the three-dollar fee was dropped, new courses were added, and additional instructors were employed, among them, in German, Charles A. Krummel (1909-1919) and Thomas E. Steckel (German and French from 1913 to 1919, Associate Professor of French 1919, Professor 1924). French instructors included Harry P. Reeves (1914-1916), who also gave work in Spanish, and Helen Parsons (1919-1937), daughter of Professor Parsons. The first World War brought a decline in German and an increase in Spanish and French; in the year 1920-1921 there were six French instructors.

Professor Clara Nelson was a woman of serenity and culture,

who set before the women students "the qualities of personality, of poise and gracious dignity, associated with the ideal of a liberal education," to quote Professor Duvall. When she retired in 1921, Chester Murray, Ph.D., came to the campus as Professor of French and head of the Department of Romance Languages. A quiet, scholarly gentleman, he gave assiduous attention to his work until the year 1941, when he became ill. In 1922 Paul Huser had been added to the department and in 1924 Florence Avery, M.A.; both have continued to the present, the two together carrying the main burden of the work of the department during the year 1941-1942. After a long and distressing illness Professor Murray died in the summer of 1942.

During the lean World War days, although he was criticized by ultra-patriots who thought that all things German should be proscribed, Dean Smyser strove vigorously and with some success to maintain college classes in the language of the enemy. In 1920 Professor Steckel took over the position of registrar, which he held until his death in 1933. "Tom's" quiet manliness and efficiency are a precious memory to many.

Beginning in 1922, under Dr. John C. Blankenagel, German made a vigorous recovery, the new professor's first year seeing an enrollment of forty-seven, which within twelve months was almost trebled. Wise direction and good teaching brought continued growth; a peak was reached in 1931 with 250 students and a teaching staff of three. In 1935 Dr. T. Chadbourne Dunham (1929, Ph.D., 1935) became head of the department, Paul T. Hahn being associated with him as assistant professor. Both had done work in German universities. An interesting development was a course offered by Professor Dunham in German Literature in translation; more recently he has cooperated with others in giving the work in "Humanities." German science readings, given by Professor Hahn, has been of value for those planning advanced research.

The first work in Spanish seems to have been offered in 1870 by Francis S. Hoyt, at that time Professor of Biblical Theology and Literature. In 1884-1885, under Dr. Payne, a feeling grew that

our relations with Spanish America were taking on greater importance; a special teacher, Señor Guterrez of Mexico, was procured, and the *Transcript* boasted in 1885 that Ohio Wesleyan was the first western college to offer Spanish. The subject, however, was not taught continuously. In 1916 Harry Payne Reeves, who had in 1914 come to the campus as instructor in French and Spanish, became assistant professor (Professor of Spanish 1918-1923). In 1916 Omen K. Boring was appointed instructor in French and Spanish; soon taking on Spanish exclusively he became Professor of Spanish in 1931 (Ph.D. 1929).

Six instructors in French and five in Spanish—such was the peak reached in the post-war years; one of those who came at this time (1920) in Spanish was Miss Laura Wagner (M.A. 1921), assistant professor in 1923. A decline for Spanish came in the nineteen-thirties, but the enrollment mounted again in 1940-1942. A course in "conversational Spanish"—the same as that offered in the United States Army Air Corps—was organized by Professor Boring after our entrance into the second World War. He and Miss Wagner now (1942) handle the Spanish work.

During the nineteen-twenties the language requirement had been at least twelve hours in college, and in later years, a reading knowledge of one foreign language. During the second World War, the requirement was dropped entirely (curricular revision of 1941-1942). The curriculum makers seemed to doubt its liberal culture values; considered a "tool subject" only, it was, however, hoped that certain departments would require language work of their "majors." But the hundred-year period of stress on foreign language in Ohio Wesleyan was over. It was a remarkable educational phenomenon: first, for the language requirement, much study of Greek and Latin; then for a period modern language received attention; finally, no language requirement at all. Thus college courses change; thus curricula are made and remade.

PHILOSOPHY AND PSYCHOLOGY

Like Greek, Latin, and mathematics, philosophy received attention at an early day. As Professor Laurence Sears says, the history of this subject on our campus has to a startling degree

paralleled the history of philosophy in America. Before 1890, although the subject had a very definitely recognized standing in the United States, the philosophical writing came from the pen of clergymen, college presidents, essayists and scientists, the teaching was invariably done by a clergyman, and the subject was always a handmaid of religion and the church. On our campus in the very early years President Edward Thomson was Professor of Moral Science. From 1851 to 1860, Frederick Merrick, earlier Professor of Natural Science, now holding the chair of moral philosophy, gave courses in mental philosophy, Butler's *Analogy of Religion*, logic, the history of philosophy and other branches. In 1860 Lorenzo Dow McCabe, earlier engaged in the fields of mathematics and physics, took over Biblical literature and moral philosophy, and in 1864, became Professor of Philosophy, which chair he held for more than thirty years.

Extended accounts of Merrick and McCabe are given elsewhere. The approach to philosophy under McCabe is well illustrated by the catalogue statement for the years from 1881 to 1895:

The subjects taught in this department are the facts of mental phenomena, embracing the cognitions, feelings and the conative powers; the cause and the laws of mental action; the necessary laws of thought; the philosophy of the beautiful in nature and in art; the science of pure being; the history of philosophy; the principles of national wealth and prosperity; the secret of success in the construction and delivery of discourses; the evidences of Christianity; and the *Analogy* of Bishop Butler. The inspiration, enlargement and even development of all the mental and moral faculties are the great objects sought by the head of this department of the university.

Speaking largely, the name of McCabe is inseparable from the word philosophy in Ohio Wesleyan before 1895; his much-talked-of course in Butler and his peculiar methods of teaching were little less than institutions for multiplied generations of students. The inclusion in his catalogue statement of the "principles of national wealth and prosperity" no doubt allowed him great leeway to expound on the virtues of a protective tariff.

In 1895 Trumbull G. Duvall took the chair and all became different, the change again revealing the importance of the Bashford period. As in the whole United States, so at Ohio Wesleyan, philosophy passed into the hands of professionally trained phi-

losophers; the subject became an independent field of thought apart from any apologetic function; the hoary Butler was dropped. The department gave work in psychology, logic and theory of knowledge, ethics, history of modern philosophy, and the philosophy of Theism. The Intelligence Function and Life Ideals of Great Thinkers became famous Duvall courses, as Butler and Evidences of Christianity had been under earlier men.

Professor Duvall himself says, "The upswing of science and the adoption of the scientific method were causing trouble for many minds at the close of the nineteenth century. Agnosticism brought the problem of knowledge to the fore, and materialism and naturalism did the same for the problem of being and reality. My courses in Epistemology and Metaphysics were from the start arranged to meet these problems. The History of Philosophy was the central culminating course." In psychology Professor Duvall acquainted his students with the Wundt experimental idea. The course in Life Ideals of Great Thinkers helped hundreds of students establish their life attitudes. As in the case of Smyser in his course in Victorian literature, Walker in his courses in Bible, and Stevenson in history, the personality and ideals of the man spoke through the material offered. Dr. Duvall, retired since 1931, stands out in the community as a man of maturity and ripe wisdom.

D. Luther Evans was associated with Duvall from 1926 to 1928, and for several years George Beiswanger was a member of the department. The present head, Laurence Sears, Ph.D., came in 1930, one year before Duvall's retirement. Among Dr. Sears' courses are Problems of Ethics, Philosophies of the Good Life, Problems of Contemporary Civilization, and History of Philosophy. "The ethical problems of the democratic way of life as it meets the totalitarian"; "the various ways in which the good life has been defined with special reference to the religious and social implications"; "a comprehensive view of the chief intellectual currents that form the modern mind"; "the most significant philosophies in the history of Occidental thought"—such phrases chosen from catalogue statements suggest trends in the work in philosophy in 1942. Under the stress of recent years, a new course, the Ethics of Democracy, has been added.

Prior to Dr. Duvall's appointment, the courses in psychology and philosophy were hardly distinguishable. But Duvall's first-hand experience in Germany with the founders of experimental psychology produced, as Dr. Paul E. Fields says, a definite trend away from arm-chair psychology to the "brass instrument" variety then coming into prominence. Although there was no laboratory, Duvall gave his students a thorough and rigorous training in the application of the scientific method to the problems of human behavior. With some assistance from others, he carried for more than two decades the work in both fields.

In 1917, George R. Wells, Ph.D., came as Professor of Psychology and soon a separate department was formed. Beginning in 1920, Professor Floyd C. Dockeray took over the department. The old Fairbanks Gymnasium was converted into laboratories, and psychology became an experimental science at Ohio Wesleyan. The building is now equipped with a vivarium and maze rooms, a testing, an apparatus and a soundproof room, and with recitation and seminar accommodations. Professor Dockeray's tenure of eight years brought rapid expansion, and an atmosphere congenial to research studies and graduate work. Publications from graduate students and the staff gained for the department an enviable reputation and served as a reflection of the high scholarship standards of the Hoffman period.

Under Professor Loren A. Thompson, in the years after 1929, the general experimental program was replaced by an emphasis on applied and business psychology, a change due partly to Thompson's own interests and partly to depression retrenchment. In 1936 Dr. Paul E. Fields (1926) took over the work. Six years later psychology was recognized as one of the natural sciences, bringing to fruition the natural development started with the separation from philosophy twenty-three years earlier. Though they are not required to do so, over three-fourths of the graduates take one or more courses, a tribute to the basic worth of scientific psychology in the prediction and control of human behavior. In 1932, Dr. Lester E. Wiley was added to the department, but in 1942 both Fields and Wiley left the campus for war service. Dr. Charlotte Rice Roden (1926), daughter of Professor Rice, was called to the campus to conduct psychology classes.

RELIGION—BIBLE—MISSIONS

Today's courses in Bible and religion are the expressions of work which in earlier decades took form in courses in Christian evidences, Butler's *Analogy of Religion*, Biblical theology and literature, moral philosophy, Greek New Testament, Hebrew, and "sacred history." The background of English Bible (Walker, Murphy, McCue, Hollister, Shaw), and of theology—applied Christianity—social ethics (McElroy, Warner) is found in courses offered from one hundred to fifty years ago by McCabe, Hoyt, Williams, and Davies, and by the presidents, Thomson, Merrick, Payne and Bashford. Oldham's work in the nineties (missions and comparative religion) was the predecessor of later offerings by Soper, Buck and Suthers (missions and history of religion).

After Francis S. Hoyt, the former science professor, around whom as Chrisman Professor of Biblical Literature (1865-1872) the dream of an Ohio Wesleyan theological seminary first centered, became editor of the *Western Christian Advocate*, Professor Williams and others kept the idea alive—until later, when President Bashford became its great champion. Required courses through all those decades were Butler and "Evidences"—upper-class work rather than, as today, a course in freshman Bible. Students in Dr. Payne's day felt that the discussion carried on in these courses equipped them intellectually to defend the Christian faith. Hardly as yet, however, was the slow and difficult process of adaptation to evolution and Biblical criticism fully achieved.

During the period of Bashford a significant development was in the field of missions and comparative religion. Through the efforts of the Reverend F. L. Wharton (ex 1864) and others, Oscar W. Willits was procured. His successor, William F. Oldham, later bishop, even though not on a full-time basis through the years, was an outstandingly important person. Before and after 1900 missionary enterprise was looked upon as a cardinal function of Ohio Wesleyan; she was called upon "to discharge her providential task toward the evangelization of the world." Present conditions in the Far East draw special attention

to a report in the year 1895-1896, in which President Bashford held out this significant warning:

If the people of Asia master our material civilization, our means of travel, and especially our arts of war, before we teach them our Christian civilization, we may expect a gradual invasion of the western continent by heathen hordes and the deterioration and possible downfall of our Christian civilization.

A summary of Ohio Wesleyan's missionary record is given elsewhere.

Although the Bashford plan for a theological school did not materialize, there did come the establishment of a chair of English Bible. Rollin H. Walker (1888) who followed his theological course in Boston University with experience in social settlement work, and with further study at the University of Chicago and in the Scottish and English universities, came to the campus in 1900 along with his newly appointed young colleagues, Smyser and Westgate. After a year or two of elective courses, a required course in English Bible was laid down. "My freshman classes were in the annex, a perfect mob."¹ Generations of students experienced the inspiration and zest of Walker's classes in freshman Bible, the Psalms and Prophets.

As a young professor, he had the privilege of being reminded by a girls' bogus that he worried so much for fear he would make his courses a "snap" that he hardly had time to say his prayers. To memorize great passages, to catch the full meaning of his analogies and his modern applications of scripture verses, "to play tennis with the professor" in class, not to mention the compiling of a Bible notebook—such tasks as these were the pleasant, although not the easy lot of Professor Walker's students through the years. And as a chapel leader, a writer of books, a visiting preacher in town and city pulpit, a speaker in young people's meetings, requests for Walker's services continued

¹Professor Walker at first followed the plan of not giving one year the same work that was given the year before, thus offering more courses. The curriculum committee, however, insisted that the required course be the same each year, and this cut down the variety of courses offered and the number of majors in the department.

through the decades; off-campus demands became even greater after his retirement from the professorship in 1936.

Russell B. Miller (1895, Ph.D., 1903) came as instructor in Bible and Greek in 1905 and became Professor of Biblical Literature in 1910. Professor Walker being absent on leave during the year 1906-1907 (obtaining the Ph.D. degree in 1908), Professor Miller carried the courses in English Bible in addition to his work in Greek art and literature, and New Testament Greek. In 1907 he was appointed librarian and began a long period of constructive work in that capacity, as is shown in another place.

In 1905, Benjamin L. McElroy (1883, Ph.D., 1895) came as Morris Sharp Professor of Theology, giving courses in Evidences of Christianity and Comparative Religion, to which were added in time work in the Philosophy of Christian Experience and in ethnography (later anthropology), Modern Doubt, the Christian Faith, and after 1917, the World War in its racial, social, and religious causes and results. In later years the chair was changed to that of Applied Christianity. Professor McElroy undertook with enthusiasm the difficult task of adjusting the college student's mind to the findings of science and Biblical criticism. His well-selected readings in modern religious thought helped many make the reconciliation. "Benny" became widely known on the campus as the adviser of students, counselor of athletes and fraternity men, and as the "friend of manly sports." Himself a loyal alumnus, living with his family in the house on Oak Hill Avenue once occupied by Professor Merrick, he maintained a lively interest in the past of the college. His non-academic interests have been gardening and pedestrianism. After his retirement in 1930 the name of the department (for some years headed by Dr. Wellman Warner) was changed to social ethics; more recently the work has not required the services of a full-time man.

The work in missions lapsed somewhat after Oldham's day. The first prominent name in the later years was that of Edmund Davison Soper. By his work in missions and comparative religion for four years (1910-1914), Professor Soper quickly established himself as a good teacher, clear in speech and thorough in his preparation. His name became fixed in the minds of the college

constituency and in 1928 he was asked to return as president.

Later professors in missions were Oscar M. Buck (1905), serving from 1915 to 1920, and Albert E. Suthers (1917), who came in 1920 and has remained until today, becoming professor in 1931 on the Swan-Collins-Allen Foundation for Missions. In 1930 the title of the department was changed to that of History of Religion. Courses such as India, Culture Currents of the Orient, and the Modern Far East have been given. Their wide cultural and historical scope and their relation to the recent momentous developments in that area have attracted attention. However, as is mentioned elsewhere, the number of students going into actual missionary work has declined greatly since the early twenties.

Professor Walker retired in 1936. During the years, there had been added other members in the Department of English Bible, notably Cora Murphy (1905), Goldie McCue (1916), each of whom became associate professor, and George W. Hollister (1913), the latter in 1938 becoming Professor of English Bible on the Walker Foundation, and William E. Shaw (1916), who came early in 1942 as instructor and director of religious activities. In 1922 a Department of Religious Education was inaugurated under Professor Harold J. Sheridan. As stated elsewhere, in 1933 he became head of the Department of Education and after the resignation of Dean Smyser became Dean of the College (1934).

ENGLISH

No Department of English for fifty-six years after the beginning of college work. This surprising fact is written large in the old records. However, there was "freshman English" in the form of "composition and elocution" required the very first year, 1844-1845, and this course, together with rhetoric, "criticism" and "English language" for the upper classes, served as a pattern of English work in the college for several decades. President Thomson, himself Professor of Moral Science and Belleslettres, taught in this field and the professors seem to have shared the task of giving the required English and speech course. This work seems to have been dropped under President Merrick, to be restored

in Payne's day. Of the practice of that day of using classic textbooks, Whately's *Rhetoric*, Lord Kames' *Elements of Criticism*, and Fowler's *English Grammar* are excellent examples. The work in English had a formal, linguistic approach and an aesthetic, philosophical emphasis that today would be considered very "stiff."

The great lack was courses in English literature; this was at times met by the teachers of the classics, especially Whitlock and Williams. "The seniors are spending the first bell with Professor Williams in the study of *Hamlet*," said the *Collegian* in 1874. For one year only (1877-1878), John T. Short as Professor of English Language and Literature, gave a hint, graduates of that day say, of the possibilities in the latter field.

The catalogue of 1875-1876 showed that for the Preparatory Department there was emphasis on "punctuation, use of capitals, construction of sentences, rhetorical figures, and versification." An advanced college course dealt with "the character of the English language, its etymological, logical, syntactical and rhetorical forms." There was at that time a general course in English literature, but with only a little reading of masterpieces—"an analysis of some work complete in itself (as a play of Shakespeare or Pope's *Essay on Man*)." It is clear that in general the emphasis was on etymology, grammar and syntax.

With the union of the colleges in 1877, and with the ladies' course, came a somewhat greater stress on literature and the admission of women teachers to the university faculty. In 1879 Mrs. Delia Lathrop Williams began her work in the Preparatory and Normal Departments and, in 1880, Miss Clara Conklin, M.L.A., began to give courses in composition and literature, later attaining professorial rank, and according to Professor Walker, doing a prodigious amount of theme reading. Professor Williams offered a course in grammar and Dr. Payne in his junior rhetoric showed remarkable teaching skill. In the next decade Professor Richard T. Stevenson, in addition to his history work, did much to meet the long felt need by offering stimulating courses in the drama, the novel and in poetry.

A Department of English, more courses in literature, and a gymnasium—we have already shown how as early as the sixties

these were insistent student demands. The *Western Collegian* said, "A Hindu could put our students to blush in a conversation on English literature," and later the *Transcript* took up the cause. To be able to study *Hamlet* with Williams was a privilege greatly prized. In 1881: "We expect to see the day when a professor of Shakespeare shall be recognized to be as big a man as a professor of Homer"; and in 1886: "Our own dear native tongue and literature are neglected while musty Greek and pagan Latin are emphasized." Other colleges of course also suffered from this lack.

Finally in 1900, President Bashford induced William Emory Smyser, a student of Professor Winchester of Wesleyan, with graduate training at Johns Hopkins, to leave work at DePauw and come to Ohio Wesleyan. The Smyser courses, Victorian Literature ("Tennyson and Browning"), and Elements of Literary Criticism were introduced and for two or three decades the first of these in particular held a very high place in college tradition. Professor Smyser's significant work as dean is treated elsewhere. In the department he had able young assistants, among them Evelyn M. Albright and Dr. Edwin C. Woolley. Under the Welch policy of bringing instructors here for a short term, young scholars in English came and went quickly, as former students who took work with Herrick, Sibley, Coad, Pohl, or Caldwell will remember. Mrs. Newberry, however, offered courses for years and served as a link between several generations of students. Early work in journalism was afforded in 1909 by the short stay of Harry F. Harrington.

One person who remained beyond the customary apprenticeship period was Ernest F. Amy. In the Hoffman period, J. DeLancey Ferguson and Edgar C. Knowlton served with distinction, the department at one time having four full professors and being recognized as outstanding. In this period, also, several young women gave effective service, among them Misses Mary Ramsey, Marie Drennan, Ruth Fickel, and (later) Ruth Davies, the last three of whom have remained until today and have done much to give the department its tone.

After Professor Smyser became Dean of the College (1917), much administrative work was turned over to Dr. Amy and Dr.

Knowlton. Journalism was established, as was also the system of comprehensive examinations and departmental honors (the idea of the latter was, however, not a new one on this campus). The required course for freshmen continued to be given and was made the basis of various educational experiments and tests.

Professor Smyser's death, which came in 1935, brought to a close a remarkable career; Professor Amy became head of the department. Dr. Benjamin Spencer had taken over American Literature as well as the work in Shakespeare, soon proving an able successor of Ferguson and Knowlton; he also served for two years as librarian. In 1936 Deckard Ritter was added to the department, and in 1939 Robert Marshall. Miss Davies, who attained the Ph.D. degree in 1935, has cooperated in the establishment of the new Humanities course. Dr. Ritter has succeeded Dr. Spencer as librarian, also giving part-time English work. Dr. Amy, besides continuing his teaching of the British novel and of Chaucer, his special fields, has been kept busy administering a department which, not organized until 1900, has since that time become one of the largest on the campus.

HISTORY AND SOCIAL SCIENCE

Not until the important period of President Bashford, with its differentiation and specialization, were separate departments of history and social science established. Before that time a few courses in history and what is now political science and economics were given by men or women in the fields of language and philosophy. History, ancient, medieval, or modern, "sacred and profane," was given in the Preparatory Department or in the early college classes by Professor Lacroix or Professor Parsons or, later, Miss Conklin or Mrs. Williams, and was, as Professor Eells points out, subordinated to language.

In economics the traditional course in political economy, associated with Wayland's well-known text and the Republican party loyalty and protective tariff predilections of the instructor, Lorenzo Dow McCabe, was about all that was given. Courses in "the Constitution," "law," "international law," in which such classic books as Blackstone's *Commentaries* and "Story on the Constitution" were used by the instructor (Merrick, Grove, or

McCabe), served the purpose for political science work and even for a degree of pre-legal training. The word sociology was hardly heard of before Bashford's day and for decades afterward had peculiarly undifferentiated meanings. The catalogue of 1896, under "Group Five—Sociology," included work in ethics (Duvall), history and political economy (Stevenson), art history (Martin), and law (Grove). In 1900 Professor Stevenson, always versatile, was offering sociology, and James W. Magruder, political economy.

But real departmental specialization had already begun. The first to emerge had been history (in 1893) and soon after 1900 economics became a department. In 1917 under President Hoffman, political science was established, and soon sociology lost its looseness of meaning and about 1920 became standardized. Then business administration was added to economics and the social sciences were well embarked on their significant career in Ohio Wesleyan. Each field deserves separate treatment.

One of Bashford's first appointments, Dr. Richard T. Stevenson (1873), was born in Kentucky, educated at Transylvania, at Ohio Wesleyan, and then did work in theology at Boston University. There associated with James W. Bashford as a fellow student and coming under the influence of Borden P. Bowne, the philosopher, he later spent some years in the ministry and in 1893 came to Delaware to head our first department in the field of social studies. For some years giving both history and English work, in 1903 he became Professor of American History. He did much to tie the college to the church, was twice a delegate to the General Conference and served as a member of the Book Committee; he gave time and effort to raising the educational requirements for the ministry.

In the classroom he taught history with new approaches and new methods, in particular introducing seminar research and anticipating the recent emphasis on biography. To a broad grasp of general currents he coupled a knowledge of illuminating detail. Ernest F. Tittle (1906), who was a student assistant, says, "He saw in the gradual development of ideas and institutions, the slow, painful march of humanity." Abraham Rihbany, the noted

Syrian immigrant, who was a student here for a time, says in his *A Far Journey*,

The branches in which I was deeply interested—psychology, ethics, history, and English literature—were taught by two professors (Duvall and Stevenson) who were considered the most modern in the entire institution. . . . They had a vital touch to them.

To Oscar M. Buck (1905) Stevenson was a creative and moulding influence; "certain great experiences, certain great passages in history and literature are inextricably connected with his name." The active mind of this man ranged freely in the fields of biography, literature and philosophy; a real student of Greek, he was accustomed to carry a pocket edition of Plato in the original to read in leisure moments. Two of the books he wrote are *The Growth of the Nation* and the *Life of John Calvin*. His family has long been a loyal Ohio Wesleyan circle, and his son, Richard Corwine (1918), in recent years served as trustee.

The courses established during that period included several general surveys; among those of the more specialized type there were the constitutional history of England and of the United States, American diplomacy, the French Revolution, recent European history, American biography, and the history of Latin America. Among the instructors in the department with Stevenson were W. W. Sweet (1902, later Ph.D.), who has since become a specialist in the history of American Christianity, being now a professor in the University of Chicago; Wesley M. Gewehr, Ph.D., now in the University of Maryland; and Eric North, who gave courses in church history. H. C. Hubbard, Ph.D., who came in 1917, stayed on through the next period.

Under Professor Arthur H. Hirsch, Ph.D., who became its head in 1919, the department partook of the rapid expansionism of the twenties. The growth of the library and the steady income from the Hedges (and later the McDowell) book funds made available abundant materials for seminar classes. Courses were added especially in the fields of American and western history, but the work in church history was cut down. Additions to the department included Professors A. Conn Klinger (1908) and James H. Collord, both of whom in turn left to do graduate work, and Professors Hastings Eells, Ph.D., and C. E. Van Sickle,

Ph.D., both of whom have remained in the department to the present day, the former giving special work in modern Europe and English history, and the latter in ancient and medieval. For many years Albert E. Suthers (1917), of the Department of History of Religion, gave assistance in the introductory history course.

By the resignation of Professor Hirsch, in 1934, Professor Henry Clyde Hubbart became head of the department, his special fields being American history and modern Europe. The depression had cut the number of men from five to three; due in part to this, the earlier tendency to expansion in the number of courses gave way to coordination and unification. In line with world events, diplomacy and international relations were treated more fully; as were also culture history and current problems. With the second World War, there came an emphasis on democratic ideals and war aims.

In the Bashford era, also, the old political economy course, now proving clearly inadequate, gave way to a new Department of Economics. In 1902 there was held out the urgent need of endowment for "ten new professorships," among them a chair of economics; in 1903 the plea was repeated. The response came in the form of the Homer E. White professorship.

From 1903 to 1907, Leon C. Marshall (1900) filled this chair. Starting with courses in elementary economics, economic history, money and banking, railroads, and labor organization, the work grew to include taxation, statistical method, and advanced research. This epoch-making development was not all. Marshall also served for a period as librarian, helped plan the new Edwards Gymnasium, and did good service as an adviser to students. After leaving Ohio Wesleyan he did distinguished work in teaching, administration and research at the University of Chicago, Johns Hopkins University, and the American University in Washington. His services in the first World War have been mentioned. During the first New Deal administration he also did notable work. He was on the National Labor Board, and also served as director of the National Recovery Administration, Division of Review.

Additional interest in the field of economics was promoted by a series of lectures delivered 1905-1906 by Professor Edward D. Jones (1892) of the University of Michigan, on various subjects chosen from the field of industry and production. Dr. Jones is now a trustee and an interested patron of the college.

Marshall was followed by another important man, George G. Groat, significant on our campus in social science from 1907 to 1913. He added other courses to Marshall's list; "Socialism" is the title of a course first described in the 1909 catalogue; its addition to the roster is but another proof of the broadening interest in social problems that marked the period of Welch. The successors of Groat were Elmer A. Riley, 1913-1917, Associate Professor of Economics and Sociology, whose work was suddenly cut short by death, French E. Wolfe, Ph.D., Professor of Economics (1917-1919), and Howard P. Stemple (1919-1922), Professor of Economics and Sociology.

As far back as the Welch presidency, a plan was conceived to enlarge the department of economics to include business administration. This program, an innovation for schools like Ohio Wesleyan, was sponsored by Mr. Z. L. White in the Board of Trustees, and by prominent alumni. The first World War intervened, and it was not until 1920 that Gilbert H. Barnes (ex 1912, later Ph.D.), then chairman of the Department of the Social Sciences at Carnegie Institute of Technology, came to Ohio Wesleyan to install the new program.

The beginnings were modest. Funds being limited, some of the basic courses were established only through the unpaid services of two devoted alumni, Gordon Battelle (1910), and Dr. Jones. From its inception, business administration was conceived as an aspect of economics and a part of the liberal arts curriculum. In the words of the 1921 catalogue, "It is the purpose of the department of business administration to train students in the broader principles of business, rather than to teach them a professional technique." All students were given a solid grounding in economics, followed by basic training in the four business functions, accounting, marketing, management, and finance.

The expansion in business administration and the rapid growth in student enrollment in this field was one of the remarkable

phenomena of the twenties, indeed of the whole history of the college. Additional members of the staff were hard to keep, being frequently enticed away: Clair Wilcox to the University of Pennsylvania, then to Swarthmore; E. H. Gault (1917) to the University of Michigan; Wilfred Helms (1925) to the University of Chicago; Wilford Eiteman (1926) to Albion, and then to Duke (he is now Director of the O.P.A. for Alaska). Technical research in business claimed some, among them J. Ward Keener, to direct commercial research for the B. F. Goodrich Company. Several were called to government posts under the New Deal: Leo Stone (1934) to the Securities and Exchange Commission, and Donald J. Hornberger and William H. Husband to the Home Owners Loan Corporation, where Husband became a director of the Federal Home Loan Board. Returning to the college but not to the department, Hornberger became treasurer; and his administration of its finances during the disastrous thirties has put every friend of Ohio Wesleyan in his debt.

The department in 1941-1942 included, besides Professor Barnes, Professor George L. Hull, a certified public accountant, Associate Professor George H. Hand, Benjamin DeGraff, assistant professor, and others. In July, 1942, Professor Hand left the campus to become state price officer for the Office of Price Administration in West Virginia. In the early autumn of 1942, Professor Hull, a teacher of keen intelligence and ability, died after a long illness.

For years after economics was firmly established as a department, the fields of political science and sociology, not yet departmentalized, were represented only by a few courses (government, sociology, law) given perhaps by Marshall, Stevenson or Grove (for a while law was offered by Branch Rickey). At one time Professor Groat, besides his work in economics, had a repertoire of two or three courses in government and two or three in sociology. It is hard for us to see how, able man though Groat was, this pace could long be maintained; later, from 1910 to 1913, both political science and sociology experienced neglect. Although the interest of the college in Christian social liberalism was very great, the needed departments were still slow in coming.

During the period of Elmer A. Riley the same situation prevailed; the course in law, however, was now being given by Harry Crist, an attorney of Delaware.

As has been seen, under President Hoffman and Dean William E. Smyser, curricular change was the watchword; at last political science was to have its turn. While, at a meeting of the Board of Trustees, Dean Smyser by means of vivid charts was presenting the gaps in the curriculum, Walter A. Jones (1897), later President of the Board, leaned over to President Hoffman and said, "What chair do you need most?" President Hoffman in turn asked Dean Smyser, who answered, "Political Science." "Get a man and I will pay his salary for three years," Jones said.

Ben A. Arneson, who had been teaching a number of years in Wisconsin and had a degree of Doctor of Philosophy from its state university, in 1917 became professor and head of the new department. The enrollment grew rapidly, especially in the post-war period; in 1921 an additional instructor was taken on, and in 1925 a third; the later depression, however, in turn cut down the number to two. In 1927 William M. Strachan (Ph.D., 1929) was added, becoming in 1930 full professor; his earlier experience in the United States foreign service in various countries helped to broaden and make practical the work in international relations. Professor Arneson has served as adviser to pre-legal students. Offerings in American government, European governments, constitutional law, and world politics have attracted large classes. Value to the department has accrued from work done by Professor Arneson in Washington in recent years; there has been in particular an emphasis on practical politics and public administration. During the years 1941 and 1942 work in democracy and the defense program and in democracy and wartime administration has been offered. After commencement in 1942 Professor Arneson left for Washington to serve during the summer in the central office of the United States Civil Service Commission.

The early twenties with their further socialization of the curriculum brought the emergence of sociology as a department. From 1920 to 1922, under Bruce L. Melvin as associate professor,

for the first time the attention of a whole department was given to this work, the special emphasis then being on rural and urban sociology, social pathology, and methods of investigation. In 1923 marked progress was registered when Charles W. Coulter, Ph.D., became head of the department; soon with the help of other members, work was extended to such fields as criminology, race relations, the family, and special research. In addition training for leadership in social work and community organization was stressed.

Since Coulter's resignation in 1935, Professor Guy W. Sarvis has headed the department. Although the depression had reduced the staff, the total enrollment remained quite large. Since it had become evident that social work required graduate preparation, sociology for the general student received more attention, although both advanced courses and some degree of field work were provided for those who planned social service as a career. The interest in the course on the family, in criminology, in race relations, and other courses has been maintained on a high level. During the years 1940 and 1941, Dr. Antonin J. Obrdlik, a native of Czechoslovakia, gave courses in European minorities and social problems that proved profitable to the students, and in the second semester of 1941-1942 John M. Yinger, a young man fresh from graduate work in the University of Wisconsin, became a member of the department.

The twenties, with the expansion of economics into business administration, the rapid growth of political science, the new department of sociology, and increased enrollment in history—the twenties may be called the period *par excellence* of the social studies at Ohio Wesleyan; these developments helped greatly toward the realization of Dean Smyser's ideal of a socialized curriculum. Unity and coordination of departments were emphasized. An introductory social science course was organized. Originating with Professor Barnes in economics, this course, "G-101," elicited the interest of men in all four departments, and was for a while required of all students. One of the first of its type in the United States, it played a part in determining the nature of this kind of work in the American college. Through the efforts of Professors Barnes, Arneson, Coulter, and Hubbart

a textbook, *A Gateway to the Social Sciences*, was published (1926).

MUSIC

For the very early years, aside from the fact that there were in the men's college occasional teachers of vocal music and musical clubs by such names as "Minnehaha" and "Mendelssohn," we find little reference to this subject. T. C. O'Kane (1852), later a widely known composer of Sunday school songs, a teacher in the girls' college, at times gave music courses, and during the Civil War, our student scientist, A. E. Dolbear (1866), conducted classes in college and town. In 1867 Will S. Fitch charged his own fees for "Vocal Culture, Organ, Thorough Bass, Cornet, 'Cello and Bass Viol." He must have been a musical genius of a sort, although his fees (\$1.00 per term for Vocal Culture and \$8.00 for Organ) would not so indicate. There was, it seems, little music for the men before union came in 1877.

But on the other hill it was different. O'Kane taught the girls as early as 1853. In the late sixties Oscar Mayo, apparently a musician of great ability, taught piano and organ. Pella Creighton Brossman (1876) says that Professor Angelo DeProse was a "veritable magician at the keyboard" and a certain Fanny Douglas was a prominent vocal teacher. Albert A. Stanley, who later went to the University of Michigan, was here for a short time. But the most important figure in all those early years was that of Theodore Presser, who came to the Female College in 1876 as Professor of Instrumental Music; he was later a foremost music educator and publisher. While Presser was here and due to his efforts the Music Teachers' National Association was formed.

After Presser a leading name was that of Jesse W. Parker, director of the work from 1878 to 1884. But perhaps the foremost name in all our musical history is that of Samuel H. Blakeslee, director from 1884 to 1898. Coming from Oberlin and bringing with him others from that musical center, he inaugurated a real musical revival and put the "conservatory" on a new footing. The fourteen years of Blakeslee, says Miss Isabel Thomas, who may be called the historian of the Music School, were fruitful,

especially in choral work. A musical tradition was established; as shown by programs preserved, the concerts and recitals were of a high type. For many years the Euterpean Musical Union, a choral club under Professor Blakeslee's direction, presented oratorios of first rank. The renditions of the "Messiah," "Creation," and "Hymn of Praise" were quite notable. Organists of world reputation came to Delaware and the appearance of the Theodore Thomas Orchestra of Chicago in 1895 was considered the "most notable orchestral entertainment in our history." Miss Gertrude Smith, for a time instructor in voice, was a favorite soloist; and Blakeslee's choir at the then new William Street Church, with its fine Roosevelt organ, set a high standard of church music.

The first Gray Chapel organ, also a Roosevelt, was constructed in 1893; the auditorium, one account says, filled with five carloads of parts "looked like a huge storeroom." The gift of Mrs. Anna Sanborn Clason (1859), Mrs. V. T. Hills, and of interested alumnae and friends solicited by the Delaware alumnae group, the new organ was dedicated at a gala musical occasion, the great virtuoso Alexandre Guilmant giving the concert. (These early organs in Delaware were of a high quality, but after several decades, improvement in construction and "voicing" were the occasion, in 1932, of Miss Amelia Watson's presenting the college with a magnificent new Kimball instrument. An interested patroness of the college and friend of good causes, she also had the Sanborn Hall and William Street organs rebuilt and modernized.)

Succeeding Blakeslee, the directors of the School of Music were Mark C. Baker (1898-1901) and Charles M. Jacobus (1901-1917). In the period of President Welch (1908) the earlier inadequate quarters on the upper floors of Monnett or in nearby frame structures gave way to the construction of commodious Sanborn Hall, the gift of Anna Sanborn Clason in honor of her mother, Mrs. Martha A. Sanborn, and her brother, Benjamin F. Sanborn. In the years after 1900 important teachers were Isabel Thomas, piano, and Clara Faville Williams, voice; Edward Y. Mason, coming in 1901, left in 1918 (acting head 1917-1918). Harvey Hewitt, piano, joined the department in 1910 and has remained until today, becoming Professor of Music in 1932. Al-

ways the music school was a matter of deep interest and concern to Dean Austin.

The spirit of Blakeslee lived on. Directors since Professor Jacobus have been Horace Whitehouse (1918-1921), Harrison LeBaron (1921-1929), Raymond Hicks (1929-1932), Harvey Hewitt (acting head in 1921 and 1932-1936), and Rexford Keller (head of the department, 1936 to date). Significant for several years was the Glee Club work of Guy McLean, voice. For some time the School of Music and the School of Fine Arts constituted the Conservatory, being also constituent parts of the "university." In 1929 music and fine arts became departments, as oratory had already done, and thus the Welch ideal of unity was further carried out. The period of Professor LeBaron was especially noted for the intellectual and cultural emphasis given to the music work.

The work under Professor Keller meets the various needs of students interested in music as an avocation, of those intending to teach public school music, and of those who desire intensive personal cultivation for graduate study. The modern trend toward democratic group music is stressed; the concerts and tours of the *A Cappella* Choir have become a tradition; music appreciation for the general student is being more and more emphasized. The staff of the department in the year 1942, besides Professor Keller, consisted of: Harvey Hewitt, piano and appreciation; Howard M. Jarratt, voice, history of music; Charles J. Tesar, orchestra, public school music; Romine G. Hamilton, violin; William M. Wells, 'cello; Dorothy Stevens Humphreys, voice; Sigfred Matson, piano, composition; and Frank R. Todhunter, brass instruments.

ELOCUTION—ORATORY—SPEECH

High points in the development of speech at Ohio Wesleyan have been: first, for sixty or seventy-five years, informal speech training in literary societies and for much of that time required class "exercises in elocution," senior chapel orations (later, "senior rhetoricals"), and senior commencement speeches; second, the establishment and work of the School of Oratory (later the Department of Oratory, and still later the Department of Speech)

with regular class exercises for credit; and third, the extensive promotion in recent decades of work in dramatics. If to this be added our very active participation in intercollegiate oratorical and debate contests, the survey is complete.

A requirement of weekly exercises in elocution appears in the catalogue as early as 1845. In 1861 and again in 1869 the faculty minutes mention voluntary class work in elocution. In the latter year, too, inflated styles of speech and formal gesticulation were derided by the *Collegian*: "They first plan out the series of gestures and then write the speech. . . . The American student feels he must be able to make a speech any time"; in 1874 Elliott Hall resounded with the "deep sounding voices of the elocution class."

The great interest of both President Payne and President Bashford brought the introduction of formal classroom work and special emphasis on commencement speeches, senior orations, and later, rhetoricals. Even though the four-minute chapel oration before the student body was abandoned, the more carefully supervised senior rhetorical carried the work further; the period was also noted for its stirring oratorical contests. With literary societies in full swing, there was perhaps more work in speech at that time than ever in our history until 1942. The work of the societies through seventy-five years is treated in another place.

One of the first of our brilliant oratorical victories was a state contest in 1882 won by Charles E. Jefferson with a speech on "The Philosophy of History." Outstanding were Edwin H. Hughes' great interstate victory at Grinnell, Iowa, in 1889 ("The Philosophy of Inequality"), and Francis J. McConnell's state triumph in 1894 ("The Statesmanship of Reform"). Among the other prominent orators were Arthur B. Murphy (1885), C. M. L. Sites (1887), William McK. Brackney (1894), Homer Longfellow (1898), and Leon C. Marshall (1900). Great crowds of students thronged the old Opera House or Gray Chapel to support their champions. On his return from an out-of-town victory the successful orator would be met at the train and paraded through the town. In 1889 Hughes was welcomed at the station by a crowd and a newly organized college band; "lolling back in a comfortable barouche," as an observer said, he was escorted through

the "cold, sleet and slop" of the streets and later treated to a round of receptions.

In succeeding decades debates in Gray Chapel likewise aroused enthusiasm, and victories in these contests were as wildly acclaimed as is now success in football. One compiler says that from 1897 to 1916, Ohio Wesleyan won thirty-six debates in a total of fifty-six, twenty of these decisions being unanimous. In the same period our orators won first place eight times; second place, twice; third, five times, our competitors through the years being leading Ohio and mid-western colleges and universities.

This era is intimately associated with the names of two prominent men, Robert I. Fulton and Thomas C. Trueblood. In the eighties President Payne arranged with Professor Fulton, then conducting a school of oratory in Kansas City, Missouri, to give part-time service, and later, with Fulton's partner, Thomas C. Trueblood, to continue this work. In time Fulton became Professor of Elocution and Oratory (in 1892 elected Dean of the School of Oratory). He at first offered six courses. As he said, "The pursuit of elocution in connection with a college course saves the student from the fatal blunder that art can take the place of truth, or form the place of substance."

The School of Oratory was an important part of the Bashford expansion program. As a part of the work, there was an emphasis on rhythmic "physical culture," and florid oratory was still to some degree in vogue. Florence Coates Reckard (1905) says, "I remember Professor Stevenson said to me in sociology class, 'A little more sociology and a little less oratory would improve your thesis, Miss Coates'." It is clear, however, that this school was one of the best, and that as a rule our speakers have been direct and forceful. Vigorous and aggressive, Fulton participated in the organization of intercollegiate oratory and debate leagues, and in the latter part of his era dramatics had its beginnings. He died in 1916.

In the Welch period, about twenty-five years after the *Richard III* episode, college drama came in; the earlier vigorous taboo on "theatres at the Opera House" was gradually relaxed. As an opening wedge there came student dramatic readings from Shakespeare, or recital adaptations in which performers did

ample justice to such popular historical romances as *Janice Meredith* and *Alice of Old Vincennes*. In 1904 Lucy Dean Jenkins presented material from Hugo's *Les Miserables*, and it must have been a rather advanced step when Ruth Ellen Jackson in 1913 introduced an Ohio Wesleyan audience to the realism of Ibsen's *A Doll's House*. The first stage in the production of plays was the "platform presentation," or the "costumic platform presentation," with characters in wig, doublet and hose, or flowing robe (*Othello* was thus given in 1907). Characters and costumes being no longer taboo, the next additions were scenery and curtain, and finally came the full presentation of the play. In 1912 a Histrionic Club was organized. Some of the early presentations were *Hicks at College* (changed to "Brains, Breakfast Food and Basket Ball"), Clyde Fitch's *Barbara Frietchie* and George Ade's *The County Chairman*. A tradition came to be established of presenting a Shakespeare play each year.

From 1916 to 1920, Charles M. Newcomb (1907) was head of the School of Oratory. From 1920 to 1938, John T. Marshman (1905) occupied the position, to be succeeded by R. C. Hunter, the present incumbent. Meanwhile the name had been changed from Oratory to Speech. Newcomb and Marshman had been students of Fulton, and Hunter had studied under Trueblood at the University of Michigan; thus the Fulton-Trueblood tradition was kept alive. Besides the recent emphasis on dramatics, work in radio is stressed. In 1941-42 there was added to the curriculum a required two-hour speech course.

A special dramatics budget fee is required of all students for a ticket which admits them to several plays a year. About twelve years ago what appeared to be a happy arrangement was made with the City of Delaware, by which the college again acquired the use of the old Opera House in the City Hall. The old stage, pit, gallery and boxes, which had formerly been the scene of proscribed plays, of legitimate oratorical contests, and of Sabbath lectures, were now remodelled into a "little theater," which was opened in 1930 by a student revival of the melodrama *East Lynne* in true Delsarte style. But, on one exciting night in February, 1934, fire destroyed the old City Hall, leaving standing only gaunt walls and tower, and the Opera House with its rich college

and town traditions was no more. It became necessary that arrangements be made with the Delaware Board of Education to present plays in the High School Auditorium. (While Professor Sidney Rowland was mayor of the city, on the site of the former



Fire and Dynamite

building, after the remains had been blasted down with dynamite, the present City Hall was constructed as a W.P.A. project.)

Besides Professor Hunter there were in the department in 1942 Professor W. Roy Diem, who gave special attention to parliamentary law, debate, and oratory; Miss Pearl Lloyd, whose specialties were story telling and work for speech improvement; Miss Hortense Moore, and Mrs. Edith Burford Kelly.

HOME ECONOMICS

In the field of home economics the earliest developments in America occurred in the "land grant colleges." An early reference to such work at Ohio Wesleyan goes back to pre-union days. "Seniors of the O.W.F.C. have their course varied by the faculty. This year they omit Household Science and substitute Elocution" (1874). The plain implication is that in the Female College the subject of household science was taught, no doubt by the prevailing textbook, recitation method. After the union of the colleges, there were at times proposals for more practical work. "Mrs. Ewing (in 1888) gave a talk in Monnett Hall Chapel on practical breadmaking." The following year, the *Transcript* informs us, a class was to be formed and a course in cooking was to be given by this same Mrs. Ewing to the girls in Monnett, if there was sufficient demand. The Rutherford B. Hayes plan for an

industrial training school included a program of training for the girls in household arts. We have no evidence, however, that it was carried out.

"Austin's Cooking School" was the name given to this kind of work in the years after 1900, when the instructor came up from Columbus two days a week and gave lessons in the improvised laboratory. Everywhere, by this time, the land-grant colleges were introducing work of this type and even high schools were including it. The first notice of the class in Domestic Science, which succeeded the cooking school, occurs in the catalogue of 1906; Miss Alice Bratton was an early instructor.

In the fall of 1914, Marie C. Adsit set up a real department, giving work in foods and household administration. Since then advanced foods work, dietetics, clothing, and child development



A Style Show

and other courses have been added. Miss Magdalen Lewis, Associate Professor, headed the department from 1916 to 1925, and after the latter date Professor Bertha E. Titsworth occupied the position, others associated with her for a considerable number of years being Jessie McVey, Frances Johnston, Gladys McVay, and Mrs. Savilla M. Mangun, the latter being in the department at the present time. An interesting and useful phase of the work

has been the nursery school; children as young as eighteen months are being studied by students in the child development course.

The enrollment in home economics courses has been large, the percentage of girls taking the work here being much above the average for liberal arts, coeducational colleges. Majors upon graduating, says Miss Titsworth, for a few years previous to marriage or as a life work, go in large numbers into the field of teaching or dietetics; recently an increasing number have chosen some type of retailing work; some of the girls take up teaching in nursery schools; and a considerable number do home service work.

FINE ARTS—THE GUNSAULUS COLLECTIONS

In the dim vistas of the early days of the Female College the names of Charlotte Dexter, Emma Dickey, Miranda Beardsley and Mrs. Francis S. Hoyt, wife of the professor in the men's college, stand out as teachers of art. For many years before 1891, an impressive person, Miss Dorothea Graham, "tall, statuesque with a beautiful face, presided," as Elizabeth Hyer Neff (1874) says, "over the studio where fledgling artists produced their works in oil, pastel or pencil." Mrs. Lucy H. Parker, who taught art criticism was, according to Elizabeth Armstrong Squier (1878), a "classic person, who opened up a new world in the beauty and significance of art in all forms of its expression." The studio was housed in an upper room in Monnett. In 1878 there were twenty-three students, taking classes in painting, crayoning and drawing, and later, work in water colors, china painting, and wood carving was added. For many years the preceptress, Miss Ellen Martin, offered work in art history.

Important instructors after Miss Graham were Jeanie D. Pulsifer, Elizabeth E. Troeger, and Sarah E. Veeder; in the years after 1900 the staff increased to three or more and Professor Clara Nelson of the Department of French took over the course in the history of art. Miss Sallie Thomson Humphreys (ex 1899) did her first course work in 1905-1906 and the following year became director, her special field being decorative design and oil painting. For years Mary Bertha Purdum was an important member of the department, as were also Mary Gordon Rollo and Frances

Hopewood, the latter of whom has remained on the staff until today. At one time, 1929-1933, there were six or seven instructors; in 1942 the department comprised, besides Miss Humphreys and Miss Hopewood, Margaret Marie Miller and Eugene J. McFarland, who came as assistant professor. The feeling of large numbers of students who, while in Delaware, received impetus in design or illustration, in portrait or landscape painting, and some of whom later attained real professional prominence, may find expression in the following words of one of the oldest, Juliet Davis Hunt (1882): "It meant four years of happy work, and a technique acquired and a source of happiness to this day."

Significant developments in the history of the School of Fine Arts were the purchase and later remodeling of the present Lyon Art Hall, the conversion of the school into a department of the college, and the building up of the department's permanent art exhibits by the addition of various collections. The art hall is the converted Campbell property, one of the finest of the old residences of Delaware, obtained through the foresight and efforts of Professor Austin and paid for in large part by the Reverend Aaron J. Lyon (1854), for forty-two years a trustee of the university and at one time also of the Female College.



Lyon Art Hall

The Georgiana Long Gunsaulus Collection in Lyon Art Hall includes rare specimens of porcelain ware, paintings, sculpture, and several pieces of white mahogany furniture from the Robert Browning home. Frank W. Gunsaulus (1875), sympathetic and

loving interpreter of Browning, from time to time turned over to his alma mater rare and valuable items. (Mrs. Gunsaulus, Georgiana Long, graduated from the Female College the same year her future husband finished the men's school.) In the library on the main campus one may see additional Browning memorabilia, real treasures indeed, including the Moscheles portrait of the great poet and some forty volumes of books that belonged to the devoted poetic pair, among them a set of Plato's works with notations in Elizabeth Barrett Browning's own handwriting.

The breadth of Dr. Gunsaulus' interests is shown by a collection of Babylonian and Assyrian clay tablets and other specimens illustrating the historical stages in the development of recording and communicating human thought. A prime treasure is a huge illuminated Antiphonal, executed at Bologna, Italy, several centuries ago. Ohio Wesleyan's liberal arts tradition could have no more fitting symbols than these rich materials representative of the life interests of Browning and Gunsaulus, vigorous nineteenth century humanists and idealists. A mere listing of these and our many other varied items would show clearly that we need a campus museum; a remodeled, fire-proofed Sturges Hall has been suggested.²

EDUCATION

In his "striking statistics" prepared in 1894 for the semi-Centennial, Professor E. T. Nelson presents rather casually statements that we today would probably feature conspicuously in some multi-colored promotion brochure: "Two score (of our alumni) have been college presidents; seven score, college professors; hundreds, instructors in academies and in the public schools. They are to be found today in schools of all grades in all the states."

²Back in Lyon Art Hall still other collections are worthy of note, the John and Mary Woolley South Sea Island Collection, the Jay L. Clow Collection of South American Indian pottery and weaving, and the valuable Annie Bush Cox paintings, the gift of John Harrington Cox. There is a gift from Dr. Horace Allen (1881), missionary-diplomat in the Far East, of a remarkable Korean crackle-ware vase of about the year 1400. In addition, Dr. and Mrs. Edward D. Jones of Columbus have presented the art department with paintings and books and, annually for years, with equipment for class use.

The large number of alumni of the years before 1900 who were school superintendents and principals is all the more striking in view of the small amount of professional training required.³

Under the vigorous administration of President Payne, in 1878-1879, the Normal Department was completely reorganized, with Richard Parsons as principal. Lectures were given by off-campus educators and by President Payne in elocution, by Principal Parsons on the theory of teaching, by Mrs. Delia Lathrop Williams on primary instruction, and by Professors Williams and Nelson in subjects related to their fields. At the completion of the three years' course a professional certificate was granted. We read that in 1881 there was an educational club, the Adelpic, and that fifty-four students were listed as "normals." That the Normal Department stood first in the state in requirements of time, amount of study and thoroughness of work done, was a claim made by the *Transcript*; it added, "A new profession is growing up, the profession of teaching."

To remind us of the very important place the college occupied in Ohio education at the time, the *Transcript* says further, "Ohio Wesleyan has Mickleborough at Cincinnati, Withrow at Eaton, Martz at Greenville, Clippinger at Celina, Bennett at Piqua, White at Springfield, Cox at Xenia, Patterson at Washington Court House, Frambes at Columbus, Hart at Gallipolis, Campbell at Waverly, and others." If we add to this list such names as

³Although the faculty minutes show that as early as 1847 the establishment of a "Normal School" had been considered, and there was, as early as 1849, an "Academical English and Normal Department," such work was meager in scope. In 1854, a John Ogden was principal of the Normal Department which offered six terms in grammar and high-school branches and Mental Philosophy and Moral Science, with lectures on the theory and practice of teaching. When we read that in the early years of the Female College also "teachers' courses" were given, it is but a further reminder of the wide range of educational opportunity offered in Delaware. In 1868 it was stated: "Students whose circumstances require it may, at the discretion of the faculty, be absent for a limited time for the purpose of keeping school." Leaving about Thanksgiving, these teacher students would "keep" country school until the first of February or March, coming back and facing the difficult make-ups necessary to go ahead with their classes. In 1875 the two-years teachers' course included school law with lectures, and in 1877, besides this, courses in the habits of study and the vocation of teaching were given.

Franklin B. Dyer (1879), Charles L. Van Cleve, also of that unusual class, Stephen T. Dial (1880), Edmund D. Lyon (1882), John K. Stableton (1882), and William McK. Vance (1883), it becomes a truly remarkable aggregation. And all this before much "education" in the modern sense! Dyer, superintendent in Cincinnati and in other cities, is thought by many to have been our most conspicuous public school man. An outstanding name also is that of Edward M. Van Cleve (1886), who was recognized as an authority in the field of the education of the blind. Edmund D. Lyon, also one of our leading Cincinnati schoolmen, says it was not the normal training but the A.B. degree that helped Ohio Wesleyan men and women to get the more important positions.⁴

The next important step came with the establishment in 1914 of the present Department of Education. To quote Professor A. R. Mead, who inaugurated this program:

The staff of the department consisted of the writer and one student assistant. The total budget the first year was \$1800. Coincident with this the state set up a system of professional requirements for teachers, among which was a requirement for supervised student teaching. . . . One of the teachers keenly interested in the practice teaching program was Jesse H. Mason (1915), now Superintendent of Schools, Canton, Ohio.

According to Professor Mead, the Academy, then facing serious decline, was entirely unsatisfactory for practice teaching. Temporarily arrangements were made with Magnetic Springs, but the system that was established and soon attracted wide attention was the setting-up by negotiation and contract with the Board of Education in Kilbourne, of a cooperating system between Ohio Wesleyan and the "Brown Township Demonstration School."

⁴The army of teachers carried as their credentials this degree and the standards of Ohio Wesleyan back of it. In addition, the college was kept closely in contact with the public schools by lectures delivered at teachers' institutes by such men as Professors Nelson and Williams. Although in the period of Bashford, the normal work, never vigorous in growth, ceased to be given, the place of Ohio Wesleyan in public education suffered no decline. Professor Duvall's psychology work had much value to teachers. A course called normal review in the Preparatory Department and the work in the summer school was helpful along this line.

Before taking teacher training, the student took a wide variety of courses in education and in his teaching subjects. The supervising teachers became members of the Ohio Wesleyan faculty.⁵ In 1925 about 35 per cent of the senior class entered educational work of some kind. In the year 1926-1927 the department had a total enrollment of 750 students, and the number of student teachers in those years averaged from 80 to 100.

After an interim due to the leave of absence and resignation of Dr. Mead, in 1933, Professor Sheridan became head of the department. The Delaware school system became available for teacher training purposes, and recently there has been added a program of training of elementary teachers. The staff of the department at present, besides Professor Sheridan, consists of C. O. Mathews, Ph.D., whose special fields are educational psychology and tests and measurements; L. J. Bennett, Ph.D. (school administration and history of education), and Miss Martha Dallman, Ph.D. (elementary school training). At present there are numerous Ohio Wesleyan alumni located in superintendencies and in high school work in Ohio and in other states widely distributed.

⁵ The nineteen-twenties brought growth in the number of student teachers and, besides Kilbourne, laboratory facilities operating in the Ashley schools, and temporarily, in Radnor, Cardington, North High School, Columbus, and in other nearby high schools, presented a busy spectacle. Buses transported the student teachers back and forth, and training was offered in most of the high-school teaching fields, in health and physical education, public-school music and public-school art. A placement service was established for the location of teachers, and students seeking other positions, operated by Dean Smyser and his efficient secretary, Elizabeth M. Steel.

THE OLD PROFESSOR

*Another year!—the leafy avenues
Of smoky, golden light, the mottled shade
Of campus walk, the maple woods aflame,
The blackbirds congregating in the elms—
And I poking my stick among the leaves!*

*The students come!—with romance in their eyes,
Strolling in couples on the river road
As did their sires and mothers years ago;
And stern professors, grave and purposeful,
Push up the hill; and in the lanes I meet
Pert young instructors, striding proudly by,
Unheedful of the pathway's steep ascent—
I fumbling in the pebbles, breathing hard!*

*I lean my head to hear the sounds once more—
The chapel bell, the swelling organ notes,
The cadenced murmurings from lecture halls,
The cheers reverberating from the field—
I silent in the shadow of the tower!*

*Too old, too old—they think I am too old
To touch these tender minds. They gave to me
The honor name Emeritus. But I—
I wonder if in worlds of Time and Space
Such words as age and youth can mean so much!
I wonder—poking here among the leaves.*

—Marie Drennan (1915)

CHAPTER

14

PROFESSORS — SCIENCE

ALTHOUGH science at first held a subordinate position compared to Greek, Latin and mathematics, and like other subjects, was taught by clergymen, it was already a part of the curriculum. From that day it has expanded, developing new departments by a process known in biology as reproduction by division. Today, along with the social sciences, it holds a leading place.

The evolution of science on our campus falls into three periods: an early period, from 1844 to the appointment of Professors Semans and Perkins in 1865; a middle period from 1865 to the coming of President Bashford in 1889; a last period from 1889 to the present time. The sharper break comes in 1865.

President Thomson had had medical training, and two of the four departments into which the first curriculum was divided were Mathematics and Natural Philosophy, and Chemistry and Natural History. In 1845, Lorenzo D. McCabe (Ohio, 1843), with his Irish wit and charming and beautiful character, was appointed Professor of Mathematics and Mechanical Philosophy (called also Civil Engineering or Natural Philosophy, but all pointing to physics). McCabe continued in this field until 1860; thereafter his work was mainly in philosophy. To succeed him in mathematics and natural philosophy, there was appointed in 1860 the Reverend William D. Godman (1846), the first graduate of the college. In 1864 Godman was in turn transferred to the Department of Theology and Biblical Literature, remaining for a year, however, as Acting Professor of Natural History. As we have seen, he later became a college president.

The work in chemistry and natural history was from 1845 to 1852 in charge of Frederick Merrick. He had a "laboratory" in the basement of Elliott Hall; soon, however, as is shown elsewhere, he took on other work, becoming in 1860 our second president. His successor in the field of science was the Reverend William L. Harris, Professor of Chemistry and Natural History from 1852 to 1860 (later he became a bishop). From 1860 to 1865 the science was handled by the Reverend Francis S. Hoyt (Wesleyan 1844); he in turn also held the chair of Biblical Theology and Literature (1865-1872). In those early decades, the direction of the science work passed frequently from the hands of one professor to those of another, the men responding to these demands with remarkable adaptability.

AMOS E. DOLBEAR

Under Hoyt during the years before 1865 and during the following year under his successor, William O. Semans, two of our greatest graduates in science, Amos E. Dolbear and Edward T. Nelson, both of the class of 1866, received training and incentive. Both had followed the collegiate rather than the scientific curriculum, the former course carrying general work in chemistry, botany, anatomy, physiology, acoustics, optics, zoology and geology—apparently more science than the scientific course itself. We know, also, that Dolbear petitioned to be allowed to substitute modern for ancient languages—presumably in the interest of his science work.

The story of Dolbear as a student on our campus, as Professor of Physics at Tufts College, and as, from his early youth through forty or fifty years, inventor and master of applied science, is the story of a remarkable genius all too little known and appreciated by the Ohio Wesleyan family and by the world in general. The story includes a tradition of interesting scientific achievement while he was a student in Delaware. Later, a body of substantial fact supports his claim as the inventor of the telephone and gives his name a central place in a great case before the Supreme Court of the United States, *Dolbear et al. v. American Bell Telephone Company*. In the college library and in the Department of Physics there are preserved today interesting memorials of this man and

his work, including books and articles and the unique Dolbear telephone receiver.¹

In 1866 Dolbear delivered one of our most famous student commencement orations, his subject being "The New Motor." His career as professor and practical scientist was a notable one; into the deeply controversial question of his claims as the inventor of the telephone, however, we cannot enter. The great case before the court was decided against him and his associates (1888), but a strong dissenting opinion and a large body of evidence are in his favor. Our greatest alumnus inventor was an experimental philosopher and did not exploit his achievements. The *Scientific American* of June 13, 1881, pays him this tribute: "Had he been observant of patent office formalities, it is possible that the speaking telephone, now so widely credited to Mr. Bell, would be garnered among his own laurels."

None of the early teachers of science had special preparation for scientific work, this being largely before the time of the graduate school. All that the teacher needed was to keep ahead of the class, students and professor advancing together along the prescribed curriculum. Teaching was by recitation from the textbook and, although the work was sometimes illustrated by dem-

¹According to Dolbear's autobiography, furnished us by his son, Benjamin, this interesting student arrived on our campus in 1863, already a mature man, odd in appearance and clearly the stuff of which geniuses are made. He paid his way playing the organ in chapel, serving as Professor Hoyt's assistant, tuning musical instruments, and teaching vocal music. A lively tradition says he and a companion rigged up receivers and a wire from the basement to the upper floor of Thomson Chapel and that over this was transmitted the human voice, the first words that passed between the eager young scientists being, "Can you hear me?" Dolbear himself says that while in Delaware he made a large compound permanent magnet and devised a system for telegraphy in which batteries were dispensed with and the induction of a permanent magnet upon a coil of wire was to be used as a source and utilizer of the electricity. "A Mrs. Haines who lived in Delaware says she distinctly remembers that I told her this was the talking telegraph. . . . With such preparation the idea of transmitting speech came to me." The receiver preserved in the library is reputedly a Dolbear invention, the wooden case being one of four turned in Wagner's carpenter's shop by Charles W. Edwards (ex 1872), relative and companion of Dolbear. After being lost for many years the receivers were rediscovered by George N. Thurston (1907); now, again, all but one are missing.

onstrations from the instructor, individual laboratory work was unknown. The catalogue of 1847 announced: "A philosophical and chemical apparatus fully equal to any in the West has been purchased." Before the Civil War the Prescott Cabinet of Natural History had been purchased.

The courses in science and mathematics for a typical year (1853-1854) in the classical course were as follows:

	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
Freshman	Algebra	Algebra	Geometry
Sophomore	Anatomy and Physiology Trigonometry	Zoology Analytical Geometry	Botany Mechanics
Junior	Mechanics Calculus	Chemistry Calculus	Physical Geography Mineralogy and Geology
Senior	Natural Philosophy		Astronomy

All able-minded students were urged to take this "collegiate" work. Those not equal to the four-year classical curriculum took the scientific or Biblical course, each of which at first ran for two years and gave only a certificate.

All of the five professors of science and mathematics before 1865 were clergymen, and one and all made good their escape to more congenial fields, four being transferred to moral and religious departments in the college, McCabe and Merrick for life. Science does not seem to have been their first love. At no time within the first twenty years of Ohio Wesleyan's life was the teaching of science in charge of men whose primary interest was in that field.

MATHEMATICS, ASTRONOMY

A second period began in 1865 with the appointment of Professors Hiram M. Perkins and William O. Semans, both of the "famous" class of 1857, followed in 1871 by that of Professor Edward T. Nelson (1866). Semans and Nelson were laymen. Although Perkins carried a "Reverend," being a clergyman was

for him a minor avocation. These three dominated the middle period of science at Ohio Wesleyan (1865-1889).

Professor Perkins had been tutor in mathematics and "natural science" from 1857 to 1862; thereafter for more than four decades his work was almost exclusively mathematics and astronomy. "Perky" became a tradition at Ohio Wesleyan. He was a severe and exacting drillmaster. To quote Professor Edwin Grant Conklin (1885):

Students were sent to the board to demonstrate propositions, and woe betide the one who tried to bluff Perky or to "stand out" the hour. He tried to make students feel "the wonderful harmonies of mathematics," but few ever got this vision; instead they learned habits of hard work, and the necessity of logical conclusions, which were probably more useful than visions of harmony. But none of his students ever forgot his beautiful and eloquent lectures on the magnitude, distances and velocities of the heavenly bodies. His heart was in astronomy, as both his teaching and his gift of Perkins Observatory show.

President Hoffman tells the following touching story about Professor Perkins:

Just before he died, he asked Professor Crump to call me to his bedside. I went over. He put his long arm about my head and whispered in my ear, "I have said some harsh things; I hope the students will forgive me. I am sorry. I want you to publish this in the magazine."

Professor Duvall says that Perkins lived a life of singular simplicity, freed from concern about modern trivialities and conveniences, but he seems to have had a remarkable business sense.

In 1879 Cyrus B. Austin (1879) was appointed tutor and in 1884 Professor of Mathematics, and later of Mathematics and Astronomy, sharing the teaching of both subjects with Professor Perkins. Miss Emma L. Konantz (1895) was a member of the department from 1898 to 1922. The work in mathematics continued unchanged until 1907, when Gordon N. Armstrong (Ohio Wesleyan, 1897; D. Tech. Sci., Munich, 1913) came to the faculty, the first man in the department who had had extensive graduate training. His coming permitted the expansion of courses beyond the calculus. With the coming of Clifford C. Crump (Earlham, 1912; Ph.D., Michigan, 1915), becoming Professor of Astronomy

in 1920, mathematics and astronomy were definitely separated, and in the extensive curricular revision of the early Hoffman period, mathematics was dropped as a requirement. In 1924, Professor Austin's long term of active service ended; and in 1926, Professor Armstrong's untimely death removed one who as student and professor had been a loyal son of the college; it was a severe loss.

In 1926 Sidney A. Rowland (Ouachita, 1907) became Professor of Mathematics and with Associate Professor Rufus Crane, who had come in 1919, as assistant professor, carried the main burden of the mathematics work until 1941. In that year Rowland, who had served as mayor of Delaware and who held the rank of major in the Officers' Reserve Corps, was assigned to the port of embarkation in Brooklyn with duties in connection with troop movement; he was soon promoted to the rank of lieutenant colonel. During the year 1941-1942 Professor Crane and Paul L. Weaver carried on the work in the department. A remarkable curricular reversal occurred. Mathematics, dropped as a requirement about twenty years earlier, again revealed its importance; the courses were useful to our students in the various enlisted reserves, and showed a great increase in enrollment.

Perkins and astronomy are synonyms at Ohio Wesleyan. From 1873 to his retirement in 1907 he taught in this field. The emotional reactions of mathematicians are strong and peculiar, and for Professor Perkins astronomy seems to have been his life-long love. He and his wife and sister gave the observatory which stands between Stuyvesant Hall and his former home, with its 9½-inch refracting telescope, an unusually fine equipment for college astronomy. Always there was the underlying objective of offering students, faculty and the general public exceptional opportunities to observe the celestial bodies and thereby acquire a broader understanding and a deeper appreciation of God's marvelous universe.

To provide this more effectively Hiram Perkins dreamed of an excellent refractor of perhaps twenty-five inches mounted in a dome attached to the first observatory, already so well equipped. He worked and saved for this for years. The fulfillment of his dream took the form of the Perkins Observatory and a reflecting

telescope; this building is located four miles south of Delaware on the Columbus road. The ground was broken, May 23, 1923, Professor Perkins, then ninety years old, turning the first sod. Carrie Barkdull Perkins (1862), a former instructor in the Female College and his companion through more than three-score years, was also present (an aged couple able to relive in thought college days of the eighteen-fifties). Perkins died in 1924, "the last person to know all the college presidents."

The building was completed in 1924, Clifford C. Crump then being the Professor of Astronomy. A 69-inch mirror, then the third largest in the world, was successfully cast (by the United States Bureau of Standards, only after four failures) and installed in 1931. The construction of the observatory and telescope were high points in the expansionist tendency of the Hoffman period. To the total contribution of Professor Perkins and his wife, estimated at over \$200,000, the trustees added about \$100,000 before the undertaking was finished, this additional expenditure bringing in its train financial strain along other lines.

An observatory and telescope of this type is for research and not for undergraduate work. There is some reason for thinking that Professor Perkins' first object had been an enterprise that could be supported by his endowment, and it soon became clear that the observatory was too large for the resources of Ohio Wesleyan to maintain. Through the efforts of President Soper, James M. Butler, Fred L. Rosemond, and others, a cooperative arrangement was worked out with Ohio State University for its maintenance as a research institution.

The professorship of astronomy and the directorship of the observatory were endowed mainly through the generosity of Mrs. Sarah P. Howard, sister of Professor Perkins, and her husband, Clinton Howard. After the resignation of Professor Crump, Harlan True Stetson was for a time professor and director. Today Nicholas T. Bobrovnikoff (Ph.D. Chicago, 1927), Associate Professor of Astronomy in Ohio Wesleyan and Ohio State, is director, and with an able staff is making the institution an important contributor to American astronomical research. Other members of the department are J. Allen Hynek (Chicago, 1931; Ph.D. 1935), and Ernest Cherrington (Ohio Wesleyan, 1931; Ph.D.

California, 1935), both of whom are assistant professors and assistant astronomers. The extensive work in astronomy has made our students more "star conscious" than is usual on a college campus and brings a large enrollment in the introductory astronomy course. With the coming of war, Dr. Hynek participated in the presentation of the new radio course for prospective soldiers, and Dr. Cherrington gave a course in navigation. Both were later called into the armed services of the nation, Dr. Bobrovnikoff taking on the navigation work.

CHEMISTRY, PHYSICS

Before 1865, chemistry had been taught by Merrick, William L. Harris, and Francis S. Hoyt. That year the appointment of William O. Semans as Adjunct Professor of Chemistry and Acting Professor of Natural History brought in the first layman to be a full professor in the faculty. To quote from Conklin again:

He was a real scientist with critical judgment and objective tests of reality, and he delighted in showing up pseudo-scientists and fakers. He was brusque, apparently severe, but really kind and humorous, and serious students held him in high esteem.

As Wilbert Ferguson (1879) says, Semans frankly enjoyed life and made no excuses for his liking it. In his long service of forty years, "Dad," as he was affectionately called, was closer to the average undergraduate than was any of his colleagues. While Merrick and McCabe aided the student as he wrestled with the problem of his soul's salvation, Semans helped him with his smaller everyday problems of living. As a teacher, he sought to train the student to think, in contrast with the prevailing *memoriter* or mere book recitation methods. We read in the executive minutes that soon after his appointment, five hundred dollars was appropriated for a "laboratory for chemical analysis"; in 1867 the *Western Collegian* claimed that Ohio Wesleyan had the most expensive apparatus among Ohio colleges and was competing in its "scientific advantages" with Yale and Harvard!

Although Semans, Perkins, and Nelson each taught a variety of subjects, each had a special interest, that of Semans being chemistry. In 1871 he passed "natural history" over to Nelson,

and twenty years later, physics to William G. Hormell. Early in Semans' teaching career, general chemistry was required for sophomores in the classical course and agricultural chemistry for the scientifics. By 1870 a year in qualitative and determinative analysis was being given, and qualified students might take quantitative analysis. By 1893 organic chemistry had been added—a big step forward. Although general chemistry had no laboratory work, being given by recitations and lectures, with illustrative experiments, it was far from easy. For qualitative and quantitative analysis in the earlier years of Semans' teaching, a laboratory had been opened in the lower floor of Thomson Chapel and such work was done by advanced students throughout his tenure. Dr. Elmer Lee (1877) says that Semans allowed him to use his laboratory in the summer for special work.

During Semans' early teaching years, Ohio Wesleyan's chemistry department was outstanding among those west of the Alleghenies. But Semans was carrying a heavy load of teaching essentially alone; there seems to have been a decline in administrative interest in science during the Payne administration. Chemistry, having moved from Elliott to Thomson, was later housed in Sturges; but in no place was it provided with really adequate laboratory facilities.

In 1905, George O. Higley (Michigan, 1891; Ph.D., 1905) became Professor of Chemistry. Noteworthy changes included the introduction of laboratory work in general chemistry; the addition of much needed balances and other equipment for quantitative analysis; the addition of new courses in German reading, history of chemistry, chemistry of public hygiene, and food analysis; and an increased emphasis on individual work for advanced students, a considerable number of whom went to the graduate school. In time much of Sturges Hall was occupied by chemistry classrooms and laboratories, but the culmination of Professor Higley's regime came with the fitting up of the two upper floors of the new Edgar Hall, the present quarters of the department. For years Higley carried the load with the aid of student assistants only. He took an active part in civic and church work. Even after his retirement in 1929 he served as health commissioner for the city of Delaware, testing thousands of samples of milk and water

collected in and around the city, and doing a considerable amount of work in a laboratory he retained in Edgar Hall.

Under Professor Higley it became apparent that additional staff members must be added to the department. Several men served in turn, some of them being later appointed to important positions in chemistry in other colleges and universities or going into industrial work as specialists. Among these were Louis A. Pappenhagen (1919-1925), now in Mt. Union College; Edward C. Hytree (1919-1928), efficient teacher, who died in the latter year, and Harry F. Lewis (Wesleyan, 1912; Ph.D., Illinois, 1916), who, coming in 1928, became head of the department the following year, resigning shortly, however, to become Dean of the Institute of Paper Chemistry at Appleton, Wisconsin. It is significant that the resignation of Dr. Lewis, and that of others in the department at various times, was due to the fact that fairness to their families demanded that they accept positions which paid higher salaries, Ohio Wesleyan's scale being lower than that paid by many institutions doing similar work.

Professor Lewis, although he remained so short a time, brought enthusiasm and activity; the number of courses was restricted; student research was emphasized; a broad basis in allied sciences was demanded of majors and the chemical library was enlarged; the number of students going into graduate work increased.

In 1929, William A. Manuel (DePauw, 1912; D.Sc., Colorado School of Mines, 1928) was added to the department and, on the resignation of Professor Lewis in 1930, became its head, which position he now holds. There has been a steady advance in teaching and equipment and a growing *esprit de corps* among the chemistry alumni. The increasingly important role of chemistry in industry has, in spite of the decreased college attendance which came in the depression years, helped to maintain a good enrollment, an all-time high being reached in 1941. In 1941 and 1942 the demand for chemists in industries producing munitions and other essential war materials was much larger than the department could supply. In 1940, when Professor Rice retired, Professor Manuel, in addition to his regular work, took on the position of pre-medical adviser. In 1929, Ralph V. Sinnett (Maine, 1920; Ph.D., Ohio State, 1936) took over the fields of analytical and

practical chemistry, bringing with him a wealth of experience in the industrial field; he now holds the rank of associate professor. Roy G. Bossert (Wooster, 1930; Ph.D., Ohio State, 1936) gives the work in organic chemistry for pre-medical students, and a course in physiological chemistry of primary interest to girls majoring in home economics. The second World War brought "speed-up work" in chemistry, and, as a part of the local defense program, members of the department also gave community courses of lectures on "fire" and "explosives."

In the years before 1865, McCabe (and later Godman and Hoyt) doing work in the fields of mathematics, mechanical philosophy, or natural history, offered courses in elementary physics. In 1865, the subject was taken over by Semans, and for nearly thirty years he gave textbook courses with desk experiments by the instructor. The formation of a separate department of physics was one of the early moves of President Bashford. He brought back William G. Hormell (1889) for that work. Hormell, first appointed as instructor in mathematics and physics in 1889, in 1894 became Professor of Physics and headed the department until his retirement in 1930. For a long period he was also Dean of Men (1909-1926). Hormell established physics on a laboratory basis; the lower floor of Elliott Hall became the laboratory; advanced courses were given and the equipment was greatly enlarged. In 1905 the engineering annex to Elliott was built. Here shop work, unfortunately now discontinued, was offered for years under the direction of Charles W. Edwards (ex 1872), old-time companion of Dolbear.

During the years Professor Hormell served as Dean of Men, it was necessary to increase the staff of the department. In 1925, Charles W. Jarvis (Ohio State, 1915; Ph.D., 1926) came as associate professor, later becoming professor. In 1926, Dwight A. Woodbury (Maine, 1909; M.S., Dartmouth, 1911) came as assistant professor, becoming associate professor in 1931. A few years ago, improved quarters were provided for the physics laboratory in the basement of Elliott Hall. Recently, there has been an increased enrollment. In connection with defense preparations, at the suggestion of the Signal Corps and under the direction of the

Department of Education, Washington, D. C., a course in the fundamentals of radio was offered, one section on our campus and a second in Marion, Ohio. A knowledge of college physics is now stressed for men in the enlisted reserves.

ZOOLOGY, BOTANY, GEOLOGY

The earlier teaching of natural history has already been mentioned. The subject came into its own in 1871 with the establishment of the natural history sciences (botany, zoology, geology), as a department distinct from chemistry and physics, and with the appointment of Edward T. Nelson (Ohio Wesleyan, 1866; Ph.D., Yale, 1869) as Professor of Natural History. Nelson was a layman and the first member of the faculty to hold the Ph.D. degree. He had spent the years 1866-1869 as a graduate student at Yale under the Danas (geology), and Verrill and Smith (zoology), and he brought both training and enthusiasm to his work. For the next twenty years he shaped the work in natural history, giving courses in zoology, botany, physiology and geology.

Nelson's special interests were physiology and geology. Individual laboratory work apparently began with the arrival of Professor Nelson and the introduction of "Museum Practice." Although Nelson had few publications to his credit, he was, nevertheless, an indefatigable collector in zoology and paleontology (and had exhausting duties apart from his teaching); with the aid of students he was constantly engaged in the enlargement and classification of the college collections.

The course in physiology was "illustrated by preparations in human and comparative anatomy, by diagrams, and by constant examination of organs and tissues of our domesticated animals," and each member of the course in comparative anatomy was "expected to present a dissection of some one of our common animals." (Apparently that early this laboratory was a terror to stray cats.) "The textbook is subordinate to practical work in the laboratory; the student is taught to examine for himself the different forms of life and to study their development." This type of work seems not to have been given so much attention in Nelson's later years. Even the dissection of human cadavers is reported by students of the period of Nelson's early professorship, but no ref-

erence to such has been found in the catalogues! Professor Conklin, speaking for the period of the eighties, says:

In my student days Nelson was one of the most scholarly members of the faculty. . . . There was no laboratory, strictly speaking. I never dissected any animal . . . but I had museum practice and was a student assistant in the museum on the top floor of Merrick Hall, during my junior and senior years. This work consisted largely of classifying and labeling the rather large collection of molluscan shells. . . . In spite of the lack of modern instruction, Professor Nelson's classes were among the most interesting ones in college.

As is shown later, Nelson, besides taking students on small collecting trips near Delaware, also conducted several rather elaborate "expeditions." There is a story that this naturalist, one summer at Lakeside, in a row boat pursued a snake for a long distance across the water to Kelley's Island, and finally captured it.

The modernization of the college that came under President Bashford brought no greater change than that in the field of biology. The third period of science was ushered in. In 1891, Bashford brought Edwin G. Conklin (Ohio Wesleyan, 1885; Ph.D., Johns Hopkins, 1891) as Professor of Biology, Nelson becoming Professor of Physiology and Geology. (The period between Nelson at Yale, 1869, and Conklin at Johns Hopkins, 1891, may be said to mark the transition from natural history to modern technical biology.) Doubling the staff made great expansion possible. Here only three years, Professor Conklin introduced modern biology and exerted great influence. A laboratory was equipped on the second floor of Merrick Hall, "furnished with twenty-five good microscopes, with necessary accessory apparatus, aquaria, tables and lockers." The age of collecting and classifying was past and that of microscopic study of cell, of structure and growth had come; evolution was accepted and taught in the classroom.

Conklin, born at Waldo, Ohio, and an honored alumnus, made this great contribution to his alma mater; leaving all too soon, he embarked on wider labors, becoming an outstanding name in biological science in the United States. He is now professor *emeritus* at Princeton University. Upon his leaving, a period of unsettlement for biology set in. Beginning in 1895, Albert

Mann (Wesleyan, 1879; Ph.D., Munich, 1894), came as Professor of Biology, and for a while botany was given the heavy end of the biological load—twenty college hours as against six for zoology.

In 1898 this unbalance was redressed with the appointment of Edward L. Rice (Wesleyan, 1892; Ph.D., Munich, 1895) as Professor of Zoology; the biological ship, righting itself, commenced a long and happy course. The work in zoology was carried on in the spirit of Conklin, Professor Rice occupying the chair for forty-three years—up to 1941. It has been a case of slow development by minute variations, not by striking mutations; Conklin and Rice belong to the same biological generation. During those years botany became a distinct department, and in zoology there was a gradual increase in laboratory space, microscopes, and other apparatus.

For most of this period a ten-hour zoology course for majors and pre-medical students, and another of three hours for the general student were offered. A course in bird study, introduced by Rice in 1902, and later offered by Professor Conger, proved popular; attempts at increasing the amount of field study, by the introduction of work in entomology and general ecology, were less successful. More intensive supervision of the work of pre-medical students has brought evident results in the marked success of our men in the medical school; until his retirement, Professor Rice was pre-medical adviser. Long experience in committee work and service on widely different assignments through the periods of Welch, Hoffman and Soper were parts of his career; a thoroughly scientific attitude and a keen sense of fairness were his chief characteristics. Again Wesleyan University was exerting influence on her Ohio cousin. Rice, Westgate, Smyser, President Welch, Amy, and others, constituted a new group of transmitters of the ideals of that institution to our campus, a modern counterpart of the older Johnson, Merrick, and Payne influence.

In addition to a long line of temporary assistants, there were associated with Professor Rice, two men of longer tenure. In 1923, Allen C. Conger (Ohio Wesleyan, 1908; M.A., Ohio State, 1912) came as associate professor and was later advanced to the full professorship. Upon Conger's appointment to the registrarship in

1933, William F. Hahnert (DePauw, 1927; Ph.D., Johns Hopkins, 1931) became assistant professor, coming in 1934. Advanced to the associate professorship in 1938, he served as acting head while Professor Rice was Acting-President in 1938-1939 and again in 1941-1942. Short-handedness in the department in the fall of 1942 resulted in a call to Professor Rice to return to teaching again.

Botany in Ohio Wesleyan University was first offered the second term in 1845 under the direction of Professor Merrick. When, in 1860, he assumed the presidency, the subject was taken over by Francis S. Hoyt, and, in turn, in 1871, by Professor Nelson. But little is known of the nature of the single course offered in these early days and required of classical, Biblical, and scientific students; the texts used would indicate that some time was spent in the classification of plants. With the increased interest in science that Professor Nelson's coming foretold, the course in botany apparently became one of herbarium building in which the student prepared and mounted one hundred specimens, the work being based on an herbarium outline which Professor Nelson published and which was widely used. At the Female College, botany, first offered in 1855 by Professor William Smith, remained in the curriculum until the union of the colleges in 1877.

Beginning in 1895 under Dr. Albert Mann, for the first time botany was taught by a person primarily interested in it. During his brief stay, the greenhouse was established, Kny's charts and much material were purchased, and the offerings were extended to two full years. On Professor Mann's leaving, the botany work was merged with geology and, after a brief hiatus, Professor Lewis G. Westgate was put in charge. The offerings were changed to a three-hour, two-semester course, given on alternate years.

In 1913, Claude E. O'Neal (Indiana University, 1911; Ph.D., 1922) came and later became professor and head of the department. In 1921 enrollment increase justified the appointment of a graduate assistant; and later (from 1924 to 1933), the department had, besides Professor O'Neal, an assistant professor. The rigors of the depression, however, were so severe that the year 1933 brought a return to one man; the teaching load, although not changed appreciably over a period of many years, was until 1942

carried by Professor O'Neal with the aid of a graduate assistant. The department has been housed in Merrick Hall. Field trips to Hocking County have been an interesting and important part of the work. The course in bacteriology, established during the first World War, has been maintained ever since and has been given added emphasis in the present war crisis. In 1942, Elizabeth McCracken (Ph.D., California) came in to help with courses in botany and zoology.

In geology, as in the other sciences, there have been courses since the earliest days of the college. With the coming of Nelson, a student, as we have seen, of the Danas at Yale, the subject received greater attention. Regularly a two-term course was given and Nelson's interest in this branch is shown by his appointment in 1891 as Professor of Physiology and Geology, when he divided his work with Conklin. After Nelson's death the geology course was successfully given by Captain W. E. Ayer, 1897-1898, and by Professor Rice, 1898-1900.

In 1900, as a part of the Bashford policy of reorganization and specialization, a great change came when Lewis G. Westgate (Wesleyan, 1890; Ph.D., Harvard, 1896) was appointed Professor of Geology, the first to have geology as his sole nominal subject, the department being housed on the first floor of Merrick Hall. Every attempt was made in teaching to use the excellent field opportunities around Delaware, and often the spring vacation was utilized for longer field trips in Perry or Adams Counties. Gradually a very complete collection of local fossils was made and the rock collections were greatly increased. Westgate was, from 1912 to 1930, a member of the U. S. Geological Survey, usually engaged in field work in the West during the summer, and frequently taking his advanced students with him as assistants.

As a teacher, Westgate has perhaps been a bit exacting on the undergraduate. "Don't take geology; it's tough!" is the word that has been passed along among the students. However, the very considerable number of our graduates who have made good in professional geology seems to justify the method used. [Professor Westgate's progressive views on politics, independence of judgment, humor and incisive comments in classroom, chapel and

faculty meeting, were a stimulating factor in college life for thirty or more years. Like Semans, Merrick, Parsons, Miller and Rowland, he took on extensive civic responsibilities. Reading widely outside the field of his specialty, he constantly surprised his colleagues by the breadth of his interests.—Hubbart.]

On his retirement in 1939, Westgate was succeeded by John R. Cooper (Haverford, 1929; Ph.D., Princeton, 1935), who had been for four summers in field work in Newfoundland. He came as associate professor. Besides general and advanced geology, in which field and laboratory work form a major part, in recent years courses in geography have been offered, paralleling those in geology; the coming of war brought an emphasis on meteorology and map reading. In 1942 a sudden change came when Professor Cooper was called into strategic mineral work in the United States Geological Survey in connection with the war effort. In this emergency, Professor Westgate went back into teaching and the two life friends and scientific colleagues, Rice and Westgate, were now again in harness. It was an interesting and unusual development, brought about by the stress of 1942 conditions.

THE MUSEUM

The natural History Museum, now occupying the third story of Merrick Hall, had its beginning in the late eighteen-fifties. Housed at first in the basement of Elliott Hall, its second home was Thomson Chapel; finally, in 1873, it was moved to its present location. Thus in each place "the cabinets" occupied what had previously been used or designed for the college chapel; it suggests the question whether science was driving out religion, or could not keep pace with it.

Several separate acquisitions combined to make the present collections. The Prescott cabinet, purchased from William Prescott, M.D., of Concord, New Hampshire, in 1859, valued at \$10,000, contained many superb specimens in each department of natural history. The Mann collection, the gift of R. P. Mann, M.D., of Milford Center, was a rich collection of Paleozoic fossils. The Wood collection, gift of William Wood, consisted of a complete set of Ward paleontological casts. In 1885 an extensive collection of minerals was added by Frederick Merrick and J. M. Trimble.

In a somewhat different line is the William R. Walker collection of American archeology (1891). There were also other contributions, the parts taken together constituting a museum that was for its time unquestionably a remarkable one.

The museum is intimately connected with the name of Edward T. Nelson. He was its curator for two or three decades, and his own expeditions (Bay of Fundy, 1871; New Jersey coast, 1872; Casco Bay, 1873; Florida west coast, 1889) added greatly to its collections. He was an untiring collector in the local field, and added much by exchange, communicating in this connection with some of the greatest American scientists. Since Nelson's day, our attitude toward the museum has changed. The specimens have continued to be an essential element in instruction, but the emphasis on display for the public has lessened. The collections have slowly grown; more recently there has been an addition of local birds. Most of the collections in geology (rocks, minerals and fossils) are not on exhibition, but are stored in drawers in the geological laboratory, where they are immediately available for use.

Ohio Wesleyan does not need a large museum for the public; it certainly seems inadvisable to conduct one for the storage of miscellaneous curios. It would be an ideal consummation to a long and useful life were the science specimens to make one more move, not this time to the chapel, but to a building definitely planned for scientific work, in which a smaller amount of carefully selected material could be more attractively and instructively displayed, with a full-time curator in charge.

SCIENCE AND RELIGION

In a church-related college the question of the relation of science to religious belief is important. As all members of the science faculty before 1865 were clergymen, it may be assumed that they incarnated the desire for a reconciliation of science and religion. "All thy works, O God, praise thee," painted on the walls of the museum today, illustrates the early emphasis. Perkins felt it in his lectures in astronomy, and Merrick in all his later years, as we have seen, was lecturer on Natural and Revealed Religion. In 1873-1874, Nelson lectured on the harmony of science and

religion, and we have the word of students that he quietly helped them in their personal intellectual adjustments along this line. An alumnus who was here in the eighties says, "He let us interpret the first chapter of Genesis in our own way."

The college attitude toward evolution, following the publication of Darwin's *The Origin of Species*, is interesting. While Nelson's position was publicly non-committal, Conklin was a thorough-going evolutionist. Mann was in turn non-committal, although Professor Rice reports Mann as saying in a sermon that he accepted the Bible word for word from cover to cover, and then afterwards saying that he didn't. When Professor Rice came to Ohio Wesleyan he had a definite understanding with President Bashford that he was free to teach evolution; Bashford, himself, as is shown elsewhere, was a positive evolutionist.

It was not so with others of the non-scientific colleagues. The wise Professor Williams said of himself, "I am too old to change my opinions, but I like to hear what you younger men think." Professor Conklin wrote:

To good Dr. McCabe and to most of the faculty of his time evolution was merely a wild naturalistic hypothesis by means of which it was hoped to get rid of God. This unreasoning antagonism to a scientific theory helped to convert me into its advocate, and I suspect it made more friends than enemies to the theory of evolution among the students.

Throughout the years the men in the science departments have been sincere believers, and almost without exception active members in the various churches. They have helped undergraduates to build their newly acquired science into a Christian philosophy of life, and have been quite unhampered by any official meddling with either their beliefs or their teaching.

Ohio Wesleyan being a liberal arts undergraduate college, at no time have the men teaching science looked with favor on developing graduate study; we have neither the personnel nor the material facilities for it. A stay of a year or two by the student who, appointed departmental assistant, desires to obtain the master's degree, might occasionally prove profitable, but we prefer to send our special students to the larger universities where the

equipment is adequate; a change of academic atmosphere is in itself desirable.

Nor do we look with favor on students going directly from graduation into jobs in science. The competition for positions in scientific work is intense, and will be more so in the post-war world. The best positions, and those opening up the largest opportunities of growth usually go to those best prepared; this means graduate study. In certain fields, industrial chemistry for instance, conditions are somewhat different. However, students should not be blamed for feeling that any job is a desideratum, to be taken when offered, even though acceptance may compromise long-time success.

[This chapter is in large part the work of Professor Lewis G. Westgate with the help of notes given him by Professors Conklin, Rice, Manuel, O'Neal, and others.—H. C. H.]



The Sulphur Spring

LITERARY SOCIETIES

ON A cold winter night, January 17, 1845, two months after the famed twenty-nine students had repaired to the basement of Elliott Hall for enrollment in the first college classes, a group of thirteen young men (one account says a score) met in the northwest room of the second floor to form the Zetagathean Society. Those who did not room in Elliott had trudged through deep snow and across an ice-bound Delaware Run up the hill to this building, "to the Mansion House, the pride of Delaware." The Zetagathean minute-book, however, makes it clear that this time-honored group was not our first literary society, or at best that it came into existence under the name of "Philopatrian." A tell-tale minute of March 29, 1845, records that a motion was voted "to request the members of the society upon whose ruins the Zetagathean Society was built to donate their property to the Zetagathean." Philopatrian may have been a hold-over from the earlier preparatory school; if a college society it could not have been in existence for more than a few weeks.

Such a historical detail, however, detracts but little from Zetagathean's name and fame. Its first year's membership list contained several of our prominent early alumni, among them our famed first two graduates, Godman and McFarland, and Joseph T. Webb (1848), brother of Lucy. This group of able young men "thirsted for knowledge, sought their own good and that of society, and had for their object, advancement in learning and improvement in morals"—as the preamble of their constitution has it.

Thus the early inspiration of Zetagathean and thus the inspira-

tion of ten or more other societies in the next fifty or sixty years. These groups thrived on our campus until 1900 or later; several lived on until the post-war era; Athenaeum, the last group, passed away in 1929. The American college literary society as a nineteenth-century cultural institution has yet to have its story told; we of today fail to grasp its importance. Only casual attention do we direct to tablets in Monnett inscribed to Clionian or Athenaeum; we glance with only idle curiosity at the words "Amphictyonia" or "Meletarian" found painted on the doors of rooms on the third floor of University Hall. But Dolbear, the scientist, said that if in college again, he would give more time to his society. Not that we claim for our groups what has been claimed for the Oxford *Union* or the Princeton *Whig*, nor assert that American legislative battles were first won in debate in old Sturges. But to dozens of prominent alumni today, such words as Zetagathean, Chrestomathean and Athenian are weighted with real meaning; and not to feel with Clionian girls the stirrings of pride that their pin "was known and prized around the world," is to miss much.

EARLY MEN'S SOCIETIES

The members of Zetagathean in the eighteen-forties, in its meetings held each Friday night at six o'clock, earnestly debated such national questions as: "Should Texas be annexed?" "Is the war with Mexico justifiable?" "Is it expedient to abolish slavery?" Later, in its fine hall in Sturges, humor also had its inning in debate on such subjects as, "Resolved, that bachelors should be taxed for the support of virtuous old maids," and in fines of $9\frac{1}{2}$ and $18\frac{3}{4}$ cents on members "for misconduct." "Questions from an anonymous box brought wit and mirth."

Proud of its position as an incorporated body with a charter granted by the state legislature, Zeta often brought to the campus prominent figures to speak on literature and politics. In 1890 it pointed to such distinguished Zetas as J. B. Foraker, ex-Governor of Ohio, and J. W. Hoyt, ex-Governor of Wyoming, and in 1894 to such alumni members as "the great Perkins, the distinguished Nelson, the classical Whitlock, the generous Hartuppee, the linguistic Davies, the scientific Conklin." Electing to honorary mem-

bership presidents of the United States, senators, and leaders in all walks of life, it built up a remarkable body of autographed letters of acceptance. Where is this unique collection today?

With the organization of Chrestomathean in 1846, and, in 1851, of Athenian, the university already at an early date had its famous trio of men's societies. Chrestomathean, formed by "six earnest young men eager for literary culture and wealth of thought," set up in the north room of the first floor of Sturges richly furnished quarters which proud Zeta could not but envy. Chresto had great skill in buttonholing new students, and in the fifties its large enrollment of over one hundred became so cumbersome and its programs so long that for a short time it was divided into two groups. There comes to us out of that obscure early period a quaint picture of dim Chrestomathean lights shining through Sturges' windows well beyond midnight—such zeal as this did pioneer hunger for culture and self-expression exhibit.

But the prosperity of the fifties also brought to Chrestomathean a period of low tone. A historian of the society says:

From 1855 to 1868 Chresto sowed its wild oats. The wealthier and rather fast Sigma Chis and Digams were in control. The night of the fall public in 1868—prohibition was unknown then—every performer with one exception had partaken too freely of "sulphur water."

A wave of disgust swept over the ladies of Clionian who had been brought to the entertainment by President and Mrs. Donelson of the Female College; they refused to be escorted back to the hall by these young Methodist gallants. Soon, however, a reform faction "arraigned the ringleaders of the foppish group and expelled seven seniors from the society." To the Civil War Chresto claims to have contributed five captains, five brigadier generals, and three major generals; it aided with its own men in the foundation of other societies, as did also Zetathean. One of Chresto's boasts was of "Charles W. Fairbanks (1872), our Croesus, F. W. Gunsaulus (1875), our Demosthenes, and F. J. McConnell (1894) our interstate orator." Professor McElroy (1883) was a prominent member.

Athenian, a product of the enrollment boom of the fifties, was founded April 1, 1851; when the transfer was made to Sturges,

it occupied the middle room. Among the men of Athens who became prominent were John M. Pattison (1869), Governor of Ohio; George W. Atkinson (1870), Governor of West Virginia; Judge William R. Warnock (1861), Charles E. Jefferson (1882), and John Williams White (1868). Richard Parsons (1868) and Rollin H. Walker (1888) also belonged to this group. In the nineties, Athenian closed its doors, but later was reestablished for a new period of life.

LICHT MEHR LICHT

The very first girls' society at Monnett, called the Social Union, seems to have suffered a division of opinion between those socially inclined and those who desired real literary society work. In 1857 the latter, "seven sensible girls," met in a recitation room in the Little Mansion, dimly lighted by tallow candles, and organized the Clonian Society. (One account says the first name was the "Red Apron" but that later a more classic name was preferred.) Their motto, "Licht Mehr Licht," taken from Goethe, which tradition says they adopted under the inspiration of the candlelight, fitted equally well their soaring aspiration as their candles were displaced by oil lamps, as in turn these passed away when "they got gas" and as, in 1894, they were "sure electric lights would follow." Their mental brightness no doubt kept pace with the physical illumination of their meeting place, which in time became more spacious.

Established in accommodations in the newly built Monnett Hall, following the classical bent of the day, they added busts of Clio and Apollo to their accoutrements; and finally both Clonian and Athenaeum found themselves ensconced in truly elegant halls, which they were to occupy for many decades. As a final fitting symbol of Clonian desire for more and more light, there were procured the much prized chandeliers.

The first meetings of Athenaeum, organized in 1861 at President Donelson's suggestion, were held in a basement room—with no velvet carpet, no silken draperies and no grand piano. A rapid growth brought high morale, a star and crescent pin, a rich carpet, fine furniture and hangings for their hall, and keen rivalry with Clio not only in literary zeal, but in "early morning

*Literary
Societies*



Clonian Girls, 1874. Georgiana Long Gunsaulus, second from right



Chrestomatheans hold a mock trial in their hall, Gray Chapel, third floor, 1915



A proscribed sorority of the early Eighties, Alpha Chi Delta



Phi Delta Theta in 1881. Among those pictured are John Edwin Brown, Fred L. Rosemond, D. D. Woodmansee, and L. W. Squier

rushing" of new members as well. In debate, oratory, scholarship, and all around brains, Athenaeum often proved more than a match for the older society.

THE GOLDEN AGE

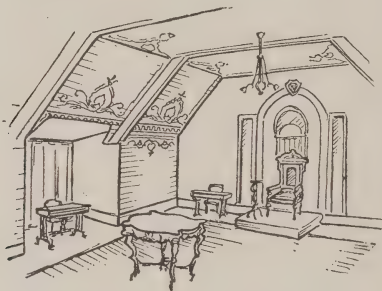
The period from the eighteen-fifties to the nineties marked the golden age of the literary society. During the most of this time, the men's groups with their zealous activity and well-furnished halls outdid the Greek letter fraternity in attractiveness and appeal. Old Sturges Hall was then at its heyday. Three collegiate societies met on its first floor, and in the basement, three preparatory groups, Meletarian founded in 1866, Philomathean in 1873, and later, in the center, Calagonian. The literary activity of the societies and the intellectual activity in the library on the second floor matched in significance the dignity of the exterior. And at Monnett, Clionian and Athenaeum dominated social life and extra-curricular intellectual interests. On both hills society work was "the most important elective." With the great increase in enrollment in the Payne and Bashford administrations, vigorous Amphictyonia for the men, Castalia for the women, and additional prep societies were organized.

We read with interest that frequently students made speeches in Latin; society libraries were for several decades large and widely used; formal diplomas were presented to society members; an interesting brother-sister relationship grew up between Zetagathean and Clionian and between Athenian and Athenaeum. In obtaining new members the girls' societies observed "the most ostentatious secrecy" and it was frequently quite evident that rushing and pledging took on a spirit of intensity similar to that of the modern sorority. Badges and pins were objects of great pride. As for the men's societies, Schwin (1869) says, "Scouts for the upper classes attended meetings of the prep societies and soon picked the most likely performers."

"Publics" and "annuals" were occasions of special note. Before invited audiences in Thomson Chapel, the old Williams Opera House, the later Opera House in the old City Hall, or in the halls at Monnett, chosen performers would orate, declaim and "essay." There would be a salutatory, a middle oration, a debate,

and a valedictory, and perhaps a "eulogy" which was in turn challenged by an "invective." Training in parliamentary procedure was gained, and great value accrued to the struggling speaker from the comments of the critic which marked the regular meetings.

At times, however, interest dragged and speeches were trite and ineffective. The *Western Collegian* and *Transcript* complained of "sounding adjectives piled around old time-worn thoughts," "stale pomposity," labored wit, and artificial Delsarte gesture. The *Collegian* of 1871 mentioned the "tiresome sameness of public," and in 1884 the "dull monotony of heavy idealism" in regular meetings, suggesting as an alternative, a "pleasing



A Literary Society Hall

variety of political and social subjects." The men, although their speeches were not as carefully prepared as the girls', often struck this political note. The girls, more flexible and imaginative, and at times, as J. B. Battelle said in the *Collegian* in 1867, showing a "vivacity, airiness and grace which few of our men attain," often presented essays, orations and declamations in the misty, visionary, and melancholy vein characteristic of the culture modes and affectations of that day. What vague vistas are opened before us by: "Twilight Musings," "Dream Bound," "Past and Present," and "The Triumph of Truth"! These subjects and others like them we find in girls' society programs preserved in the library.

The following list of debate themes selected at random from men's and women's programs through the years suggest the students' interest in public questions. For the sixties the question

of the purchase of Alaska was pertinent; and as early as the seventies, "Resolved that there be a Congress of Civilized Nations to settle international difficulties," was debated. Post-Civil War industrialism brought such subjects as government control of railroads and monopolies, the values of labor unions, and the problem of immigration restriction. Interest in prohibition, woman suffrage, and the need of a third party provided additional subjects. For decades such educational problems as the elective system and the dropping of required work in the classics were debated. The choice of "Resolved that disciplinary subjects in male colleges and aesthetic studies in female receive disproportionate attention," shows real educational insight, and repeatedly for many years, student government and honor systems were discussed.

But the social features of literary society activity were almost as important as the literary; to get the full picture this must be appreciated. The formalism and elegance of the annuals elicits at once our smiles and our respect. Men students in high "plug" hats, black, gray, or white; girls in heavy silk dresses, hoop skirts, bustles and elaborate coiffures. And, in addition, a bogus might appear, put out by a rival society or some college wag, a take-off on the program presented, with verbal caricature of the society and the performers. The literary society public, with its blended sincerity, originality, and tempered enjoyment, was a "date" affair quite in contrast with much present-day social entertainment.

GROWTH AND DECLINE 1886-1929

The expansionism of the Payne-Bashford era, and the recognition of the value of literary society work, brought the rapid formation of new groups. Amphictyonian (men, 1886), Castalian (women, 1889) and Adarian (women, 1895), were added to the "upper," and Calagonian (men, 1887) and the University Lyceum (men, 1889) to the "lower" or preparatory societies. The supply of classical names appears to have been inexhaustible. There was suspension (Athenian, 1894), unification ("Cala-Philo," 1897), and the creation of Philomathean for women, Alethean for women and of still other groups.¹

¹We read of a "women's literary sorority" formed for married students' wives, and of a society for the "commercial students." A force contribut-

Amphictyonia was organized to meet the increased enrollment and the complaint that often men of recognized ability—perhaps non-fraternity men—could find no place in the older societies. Men from the older groups aided in its formation and, soon losing any non-fraternity cast it may have had, Amphic became vigorous and representative, injecting a new spirit into society work and capturing honors, especially in oratory, out of all proportion to its age.

After 1900, with rather remarkable suddenness the groups began to show signs of decline; no doubt changes in fraternity life had a direct bearing on this. Even before the first World War, certain of the college men's groups experienced rough sailing, and, during that conflict, operations were limited or suspended. Further disorganization came when the Students' Army Training Corps was established on the campus. The revolutionary post-war years only carried further a process already begun.

Appeals to tradition and loyalty helped to nurse a few of the societies along. Joint programs were tried. The joint "inaugural" of the three girls' societies at Monnett enjoyed a season as a leading social event, then yielding its place, as dancing and sororities came in. For a while, rather un-Methodistic "prep shows" drew crowds of girls and faculty women to Sanborn Hall (and adventurous males in female disguise as well). But the tooth of time was gnawing at this old institution. The extension of the work in speech, debate and dramatics, the discussion of public problems in social science classes, the modern educational tendency to "put it all in the curriculum," these and the expansion of fraternities and sororities and the general multiplication of campus activities, seem to have caused the decline. Athenaeum, however, held up as a literary "honorary" until 1929, when it disbanded. With its death, this typical American college institution and indispensable feature of Ohio Wesleyan life for about seventy-five years, became a thing of the past. Too readily it has been forgotten.

ing to literary society strength and interest was the elaborate system of oratorical contests. The student orator, if successful in the local intersociety try-out, might win the state intercollegiate contest and then might achieve the crowning glory of capturing the interstate prize.

CHAPTER

16

RECOGNIZE, UTILIZE, ELEVATE FRATERNITIES

THE first period of fraternity life on our campus was that of the eighteen-fifties and sixties, a period of origins, marked by the great difficulties incident to the establishment of the groups and by the ravages of the Civil War. Members of the first three chapters, the Miami Triad, Beta Theta Pi, Sigma Chi, and Phi Delta Theta, may point with pride to their early establishment, as may also Phi Kappa Psi, Delta Tau Delta, and Phi Gamma Delta. Not all of these chapters, however, can boast an unbroken existence since that time.

THE MIAMI TRIAD

It was from Miami University, Oxford, Ohio, that matrix of fraternities in the West, that the Greek letter fraternity first came to Ohio Wesleyan. As S. Raymond Thornburg (1915) informs us in his Beta history, a certain student, James Harvey Hills (1853), had visited in Oxford and had met members of the Alpha of Miami. He was initiated, given a constitution and enjoined to proceed back to Delaware and found a chapter. Theta of Beta Theta Pi was the result. Although the chapter declined in membership during the Civil War, and Hills lost his life while in service, Beta Theta Pi saw a long period of real greatness in all those decades of the early life of the college.

In 1855, a group of students, feeling that with only one fraternity opportunities for congenial fellowship were limited, asked the Alpha chapter of Sigma Chi at Miami for a charter.

Late in that year, at the hotel in Delaware, Gamma chapter was installed with ten charter members, among them Marshall B. Clason (1858), later an army captain killed in 1864 at Kenesaw Mountain in Georgia, James Watson (1858), later a captain and lieutenant colonel, and Henry E. Parrott (1860), later lieutenant and adjutant, and also a trustee of the college. A unique feature of early Sigma Chi meetings was their emphasis on literary performances by the members. There was also the task of "keeping watch on the Betas" and the pleasure of attending annual reunion feasts at Johnnie Detmiller's, an inn on the Scioto River eight miles from Delaware. Three of the ten charter members reached the rank of colonel in the Civil War. One member, George M. Klein (ex 1863), from the state of Mississippi, enlisted in the Confederate army and served the cause of his people. For a long time the Ohio Wesleyan chapter was the Alpha of the fraternity.

In 1884 the chapter became inactive, having been suspended by the faculty because two of its members "borrowed" electrical apparatus from the university to use in an initiation. The re-established chapter was, however, three years later welcomed into the newly formed "Pan-Hellenic," the episode calling forth this jingle in *Le Bijou* of that year:

*I am a Sigma Chi, Oh My! Oh My!
A rollicking, reckless Sigma Chi.
I come from my tomb in Athens old,
Where I was laid for a trick so bold,
Buried alive, preps and all,
For taking prof's battery up to our hall.*

In 1860 Phi Delta Theta was founded, but during the war left the campus. Reorganized, it came back, only to suffer under the ban of the early seventies, and again disband. In 1879, it was again reorganized, the impetus this time coming from Wooster. Scott Bonham (1882), Thomas H. McConica (1881), Lee W. Squier (1881), Fred L. Rosemond (ex 1882), and William P. Fulton (1881), were among the pioneers in the new organization. "So one bright morning," Rosemond says, "as students swarmed up the chapel steps, Phi Delta Theta 'badged out.'" The *Transcript* commented, "This is the third time Phi Deltas have lighted their lamps at O.W.U." D. D. Woodmansee

(1881) was an early member of the group as was also John Edwin Brown (1884), now President of the Board of Trustees. Phi Delta Theta has frequently held high scholarship rank among the fraternities and was one of the first to give up the conventional rough "hell week" and adopt a "constructive pledge program."

To return to the story of beginnings, of the formation of sincere companionships saddened and deepened by deaths on the battlefields of the Civil War—our next group formed was Phi Kappa Psi. By 1861 it was felt that even three fraternities were not enough, and that year four friends, among them Luther M. Buchwalter (ex 1860), organized the Ohio Alpha chapter. According to the Van Cleve account (the first of our chapter histories) meetings were sometimes held in the private rooms of members and sometimes in the Zetagean room in Sturges, since, as was said, "the backbone of that organization were Phi Psis." "We drew the Zetagean blinds and secretly revelled in their luxurious and spacious hall, soon adjourning to the vestibule anteroom which was the rendezvous and trysting place of our loving band." The chapter early made a practice of initiating faculty members with the obvious purpose, it seems, of offsetting possible prejudice. W. D. Godman, F. S. Hoyt, W. O. Semans, and W. G. Williams joined this fraternity. Joseph B. Foraker (ex 1870) was a "Phi Kap," one of the group of students who left Ohio Wesleyan to go to Cornell University, later becoming United States Senator. Ohio Alpha was very active in establishing chapters in other colleges.

In the course of the tempestuous Civil War years, Epsilon chapter of Alpha Sigma Phi was chartered on our campus (1863), but decline came soon and the chapter disbanded, several of its members becoming Sigma Chis. At a much later day, however, it was reestablished, as will be shown. Another group, Kappa Phi Lambda, founded about 1864, later became extinct.

Alpha Gamma Gamma (Alpha Digamma) was formed in the sixties, but in 1873 it relinquished its charter and became absorbed in the Alpha Chi chapter of Chi Phi (Chi of Chi Phi). Dr. Milton W. Brown (1894) says that William Rising (ex 1873), prominent in music and in athletics, was instrumental in the establishment of the new chapter. Chi Phi has always held as

its ideal the small brotherhood type of fraternity. Never straining to attain great campus prestige, its membership nevertheless came to include men who became quite prominent in college and later in the fields of journalism, law, politics, and scholarship, among them Edward J. Wheeler (1879), one of our outstanding journalists, and Edwin Earle Sparks (ex 1884), later President of Pennsylvania State College.

In the enrollment increase after the war, new fraternities sprang up. In his historical sketch of Delta Tau Delta, Edwin Holt Hughes (1889) says that in 1866 Cyrus O. French, representing a chapter at Ohio University, came to Delaware, and on November 26, in a room in the American House, now the Hotel Allen, installed the Omicron chapter of Delta Tau Delta. Five or six men were initiated, and in a short time the chapter became strong on the campus and served as the Alpha chapter in the general fraternity. But, as is shown later, in the seventies it faced very serious problems.

In 1869, Theta Deuteron of Phi Gamma Delta was established, with six charter members, among them Jasper Corn (1870), S. G. Cosgrove (1873), later a member of Congress, and S. E. Reynolds (1870). Today a flame, kindled in 1911, burns in the chapter house to perpetuate the honor due the founders. But adversity soon raised its head. In the fall of 1870 only two members returned to keep the chapter alive, the brothers H. D. (1871) and H. M. Crow (ex 1873) of Urbana. The Phi Gams also felt the brunt of the rule forbidding new students to be initiated. In the *Collegian* of 1870, we read, "Report says that Phi Gamma Delta has given up the ghost," but the Crow brothers worked diligently to reestablish the chapter. In succeeding years Phi Gamma Delta alumni included the following prominent names: Charles W. Fairbanks (1872), later Vice President of the United States; Ira H. LaFetra (1872), college president, Santiago, Chile; Naphtali Luccock (1874), bishop; L. D. Brown (1879) educator, President of Nevada State University; Wilbert Ferguson (1879), college professor; and William F. McDowell (1879), bishop. In comparison with the large fraternity of today, all the early chapters were simply small groups of friends, meeting occasionally in secluded quarters for congenial fellowship.

The following statement from John B. Schwin (1869) compares the fraternities of his day with the literary societies.

There were no houses, no halls, merely rooms above some grocery store. When a prospect was selected, a member of the fraternity was appointed to investigate him. He followed him constantly and unobtrusively for months, ascertaining what his habits were, his tastes, his character, his friends, his abilities, before he made his report. There was no great desire among the students to belong; the downtown rooms were bare and unattractive. The students took much more interest in their literary societies. These had fine, well-furnished halls in Sturges and were busy, live, and cheerful places.

THE ABOLITION OF FRATERNITIES 1870-1872

Although the period of origins was over, uncertainty continued to dog the heels of the youthful groups. The next period was one, first, of abolition, then of "fraternities on trial," and finally, of their complete establishment. The precarious decade of the seventies, marked by the temporary ban, by "lifting," and by the dissolution of certain chapters, gave way to the higher morale and the prosperity of the eighties. Although the latter decade was noted for a strong "anti-frat" movement among the students, it ended in a signal event, the open recognition and support of the fraternity system by the austere Dr. Payne himself.

In 1870 student and trustee opposition to fraternities, as well as that of President Merrick, led to the adoption by the trustees of a much discussed "whereas" clause and of the famous resolution of abolition. The clause asserted that secret college fraternities, not purely literary, were "unfavorable to morality, harmony, and economy"; the fateful resolution stated "that every student matriculating after this date shall pledge himself not to become a member of any secret college fraternity during his connection with the university." With the keen attention of the college world aroused by this action, and such student papers as the *Cornell Era* and the *Trinity Tablet* offering comments on it, our campus fraternities organized for action. They maintained that fraternity men as such were not immoral, were not a disturbing element, and that compared to the "Chrestomathean troubles of 1860," "the drops of gall in the debating societies," and the frequent disputes between classes, they were actually unifying and helpful.

Such views were expressed in a petition signed by over eighty students, which was presented to the trustees at its June meeting in 1871. On June 7, the *Collegian* said:

The best educational centers are where these societies flourish most successfully. Old Yale is teeming with them. Young Cornell has grown with their strength. The finest universities of the West—Asbury, Northwestern, Michigan, Ohio Wesleyan—are full of them. In fact, where these fraternities do not exist you will find, as a general rule, the college is either too insignificant to attract their attention or is controlled by a spirit of fanatical intolerance unworthy of the age.

Beta Theta Pi, bending every effort to save the fraternities, sought the effective aid of a certain brother, David L. Moore, formerly a favorite preacher in Delaware, and later a bishop.

A clever "barb," writing in a vein of humor in the *Collegian*, gives additional light on this interesting college upset. "Is it a violation to be initiated ten minutes before matriculation in college? To be initiated in a neighboring college and be transferred?" Fraternities, he said, were as strong as ever. "Where there's a will, there's a way." However, being a barb, he had no particular interest in the matter.

*We care for no frat, no not we,
Since no frat cares for us.*

There is, however, considerable evidence that the rule was enforced.

But the board relented somewhat and, at the meeting in June, 1871, changed the words of the preamble to "unfavorable to good discipline and economy." The restriction on joining was still retained, however, the features of secrecy and expense being now emphasized. But since the General Conference of the Methodist Church, an institution to which so many Masons belonged, had refused to denounce secret orders, why, the fraternity leaders pleaded with much pertinence, was the secrecy of college fraternities so objectionable? There is a lively tradition, also, that the students "packed" the Board of Trustees by initiating some of its members into fraternities.

When the board met in special session on April 2, 1872, the fraternity problem and that of the unfinished Merrick

Hall lay before it. Frederick Merrick's heart must have been very heavy at the thought of this building, begun four years before, standing, as the minutes say, "unfinished since last summer," and perhaps by now, this solicitous man saw that in his desire to abolish fraternities he was also going to be disappointed. In the crisp handwriting of the board's secretary, Professor Williams, we have this entry: "The Reverend Aaron J. Lyon presented a petition to the board, from fifty-two students (whose names are all in one handwriting) that the board rescind the restriction in regard to secret college fraternities." (One wonders whether there was not a sly twinkle in Professor Williams' grey eyes, as he inserted the parenthetical phrase.) There followed a complete change of mind on the part of the board. At the risk of President Merrick's discomfiture, after hearing a report that a committee "had carefully and impartially considered the whole subject," the board rescinded its action (June, 1872). Fraternities were saved at Ohio Wesleyan. On the student committee representing the fraternities which thanked the trustees, there is listed the name of Charles W. Fairbanks (1872).

The very day that the trustees passed their rescinding resolution Frederick Merrick offered his resignation as President of Ohio Wesleyan, to take effect a year later. No doubt ill health and worries over Merrick Hall were the primary factors in his decision. Finally by taking money from the "permanent fund" and "with the help of friends" the building was completed. But before his time—he was only sixty-two years of age—Merrick resigned, to become part-time instructor and lecturer. His vigorous colleagues, McCabe and Williams, were to remain in harness for twenty or thirty years.

The author has at hand a letter received from George S. Innis (1872), of Tacoma, Washington, who now carries the alumni cane and who was present on the campus at this time. He says:

President Merrick was a kind man, solicitous of the students' welfare. He was opposed to the admission of fraternities to the university. Shortly after the trustees had voted to admit them, I met him coming out of his office. I greeted him cheerily, but he retorted, "You boys need taking down a peg," or something to that effect. That is the only time I ever knew him to show his temper.

The faculty, too, felt chagrin at the successful coup executed by the students and trustees. On June 29, 1872, three days after the vote for readmission, that body resolved, "We are as much as ever convinced of the evil tendencies of secret college fraternities." Whether this action constitutes insubordination might prove an interesting subject for discussion. But if a vote with such names among the "yeas" as McCabe, Williams, Whitlock, Lacroix, and Perkins, and, in the "nay" list only Semans, "the friend of the students"—if such a vote be treason, it only remains to make the most of it. Strangely enough, however, in this very faculty list there were several who became fraternity men.

In 1874, two years after the crisis subsided, another sensational event occurred, the temporary eclipse of Delta Tau Delta. This unfortunate happening, often and perhaps inaccurately called "the lifting of Delta Tau by Beta," resulted rather from dissension in the ranks of the Delts themselves than from Beta cleverness. The latter group, very able and ambitious, was attempting a monopoly of the big men on the campus. Bishop Hughes, as chapter historian, shows plainly that it was the very strength of the young Delt chapter that was the cause of its undoing; it suffered "from the vice of its virtue." Its strong personnel was divided in counsel; it was dissolving and its men were joining other groups. Beta men, one of whom was Eugene Wambaugh (1875), later professor at Harvard University, seized the opportunity and induced nine Delts to "go Beta." The appearance of the seditious group in the Beta pew at William Street Church created a sensation. Wilbur Dubois (1876), still living, remained loyal to the old Delt chapter and attests that the affair left deep personal wounds. That "lifting" was not at all uncommon is shown by the fact that Frank W. Gunsaulus (1875), was taken by Beta from Phi Gamma Delta at about this same time.

Later Delta Tau revived. John H. Grove, with the help of selected underclassmen, recruited a new group of strong men, among them several freshmen and preparatory students, who were initiated in 1879, at the Grove home on Spring street. The revived group (Mu chapter) counted in its very early membership E. E. Cheney (1883), Charles E. Jefferson (1882), Gilbert

P. Austin (1883), Merrick E. Ketcham (1879), Cyrus B. Austin (1879), Charles Lee (1879), Franklin McElfresh (1882), and others. (There was an approved strategy in that day by which members were held in reserve and "badged out in pairs" at successive services at William Street.)

Delta Tau now embarked on a long period of singular strength, unity, and effective fraternity life. An event about twenty years later (1903) that greatly deepened Delta sentiment was the heroic, sacrificial death of Brother William L. McLaughlin (ex 1906), in the Iroquois fire in Chicago. It is a rich college as well as Delta Tau tradition. The saving by this young man of twelve or fifteen persons at the expense of his own life is a story that, although repeatedly told in Gray Chapel through the decades, never fails to strike deep into the hearts of all the students. Delta Tau has been the fraternity of several prominent Ohio Wesleyan families and boasts three Methodist bishops, Anderson, Hughes and McConnell.

DEVELOPMENT 1888-1917

The long period of turbulence and trial ended in the late eighties. Sigma Chi, however, as has been seen, was disciplined by suspension for three years, 1884-1887, and in 1885 what was perhaps the most vigorous "anti-frat" student movement in the whole history of the college was organized. Led by several undergraduates who later became prominent men, this was an earnest effort to prove to the trustees that fraternities were a detriment to Ohio Wesleyan. A long hearing of anti- and pro-frat arguments was held by the board, at which Thomas H. Campbell (1885) represented the fraternities. The trustees recognized the sincerity of the reformers and the effectiveness with which they presented their case, but the movement ended in failure. Most of the other developments of the decade were definitely pro-frat. The *Transcript* of November 15, 1888, said that our fraternities, largely western or southern in origin, represented a distinctly democratic fraternal spirit. By this time the faculty itself was in large part pro-fraternity.

"Pan Hellenism" was coming into existence; it was in fact at an annual all-group banquet that Dr. Payne made his important

pronouncement regarding the fraternity system in Ohio Wesleyan. As the *Transcript* describes the scene, about ninety fraternity men representing the six older fraternities, the newly reinstated Sigma Chi and the neophyte Alpha Tau Omega, just recently organized, ate together at the Hotel Donavin, March 2, 1888, Dr. Payne being present, and also McCabe (Beta), Davies (Phi Psi), and Austin (Delta Tau). The occasion was featured by responses to such Latin toasts as "Collegium et Fraternitas," "Nostrae Absentes" (the girls), and "Socii in Crimine." The "neat and witty" speech of President Payne, himself a Wesleyan fraternity man, deserves much more publicity than it has ever received; it contained the significant statement: *It is the policy of Ohio Wesleyan to recognize, utilize, and elevate fraternities.*

Such words, a remarkably apt putting of the fraternity case at Ohio Wesleyan, mean that the fraternity is here and has been here; it can be put to useful purposes; the task of administration, faculty, and fraternity men themselves is to elevate it and realize its possibilities. This is the Payne thesis. The fraternity of 1888, however, was quite different from that of today. It was much smaller and, while its downtown quarters had no doubt seen improvement over earlier conditions, it had no chapter house and faced fewer business and social problems than does the chapter today. Close personal friendships could be easily formed.

The years 1887-1888 mark the establishment on the campus of two new groups. Alpha Tau Omega was a product of the Reconstruction period, originating in Virginia, spreading to the southward and to Pennsylvania and Ohio, "knowing no North or South." It came to Ohio Wesleyan in 1887. Francis R. Aumann (1921), author of one of our best chapter histories, and now a professor in Ohio State University, says that a representative came from Wittenberg College to Ohio Wesleyan in 1886, selected a group of men of scholarship, personality and character, and prepared the way for the initiation in the Donavin House on October 7, 1887. A room above what is now Bun's, and then removal to more commodious quarters, consisting of two rooms with a marble-topped table, chairs and a rug—such steps, together with a growth in membership, mark the early stages of progress of a fraternity now located on North Sandusky in its

fine chapter house. Alpha Tau has numbered several prominent younger alumni leaders.

Also reaching out from the South to the North was the national fraternity of Sigma Alpha Epsilon. Ira A. Leighley (1890), a transfer student from Mount Union to Ohio Wesleyan, gathered around him a group, and a Mount Union brother, coming to Delaware, on November 17, 1888, installed Ohio Delta of Sigma Alpha Epsilon. The excellent chapter history, written by Harry R. Gorrell (1906), tells of chapter rooms located for some time over Bun's and of typical early experiences including troubles over rent payments with a landlord who threatened to oust the boys. To the Alpha Taus, the Sig Alphs, located in nearby rooms, were, to quote Aumann, a proper subject for "constant and victorious attack and reprisal." Several S.A.E. alumni have been prominent members of the Board of Trustees.

The next important development was the coming of the chapter house, usually rented at first and later built or purchased by the fraternity itself. The problem of the location of the house was a matter of real concern; the trustees affirmed that the vicinity



The Chi Phi House

of Monnett Hall was taboo as was also, for many years, Winter Street, "the avenue of the women." In most cases fine old Delaware houses were taken over and adapted to fraternity purposes, conspicuous examples of dignity and beauty being the Chi Phi, Phi Psi, and Beta lodges. Only three houses were built outright, the Delta Tau Delta, Sigma Chi, and Alpha Tau Omega, the

latter unquestionably taking the prize in architectural merit. The coming of the chapter house meant the taking on of serious business obligations, the establishment of a dining table, and the inevitable enlargement of the chapter membership. The fraternity assumed the role of a semi-official college dormitory and an important recruiting agency for the college in the procuring of new students. In the changes group life was undergoing there were both gains and losses, one of the latter being in the area of small group intimacy, of personal privacy, and of opportunity for quiet study and meditation.

Alpha Sigma Phi and Sigma Phi Epsilon came to the campus in the period before the first World War. In the case of the former, it was a matter of reviving the "Epsilon chapter of Delaware College," as the early records have it, of bringing back to life the group that had been suspended during the Civil War. In the eighties, the Marietta chapter and, about 1909, the Yale chapter, had given attention to the question of reviving Alpha Sigma Phi on our campus. In 1912-1913, about fifteen men in the Ohio Wesleyan Union, the leading non-fraternity organization of those years, felt impelled to leave the larger and more loosely organized group, form a closer fellowship, and "go national." Thus, to the earlier attempts at reestablishment there was added the movement from this dissatisfied faction, and in 1912 a petition that Epsilon chapter be again installed.

Summoned suddenly to the Ann Arbor chapter, they responded, underwent various tests of their physical fortitude and were initiated, some of their leaders being H. E. Chenoweth (1914), Benjamin F. Young (1913), and Milton M. Williams (1914). The technical violation of college regulations involved in this procedure was overlooked by Dean "Billy" Hormell, who realized their objectives and the strength of their personnel. As Professor Hastings Eells reminds us in a sketch of the chapter, the Alpha Sigs in college have shown a decided bent toward music and debate, and after college, not a few have gone into politics or some form of public service. The contributions of L. W. Morrison (1912), Ernest B. Cole (1915), and Glenn F. Oliver (1923) to the roster of college songs have been notable. The original charter of the chapter, for so many years in the

possession of Sigma Chi, was very graciously restored by that fraternity to the revived group.

According to John F. Robinson (ex 1915) of Delaware, the early *sub rosa* name of Sigma Phi Epsilon was Kappa Epsilon Alpha. In 1915 it publicly announced itself as a local fraternity and in November of that year, twenty-two men were initiated into the national fraternity of Sigma Phi Epsilon, as Epsilon chapter. Ralph W. Stoodly (1917) and Percy M. Spurrier (1918) were early members. It moved from its house on Oak Hill Avenue to its present home on North Washington Street, which remodeled in 1929 under the direction of Harold Davenport (1921) and Chalmer F. Lutz (1925), presents a front of real charm. Conspicuous "Sig Eps" today are Walter W. Van Kirk (1917), officer in the Federal Council of Churches, religious-news commentator, and author of *Religion and the World of Tomorrow* and other books, Arthur Poinier (1932), editorial cartoonist of the Detroit *Free Press* and creator of the "Jitter" comic strip cartoon, and Hobert H. Bell (1920), editor of *Ohio Schools*.

The elusive "secret class fraternity" of the late Payne and early Bashford administrations has not received attention. "The Bloody Eight," "the Club," Sigma Delta Psi, "the Ghouls," "the Pirates," and Delta Omicron Alpha—such names appear in *Le Bijou* or *Transcript*. The branding episode of 1893, as has been seen, had a tie-up with such groups; definitely forbidden at that time, they were hard to eradicate completely. In those days also, the "rough and ready" fraternity initiation was a problem. Called the "second degree," certain fraternities had added it to their formal initiations and it had revealed rough and even dangerous trends. The Board of Trustees decreed that only a written ritual be used and threatened annulment of charter to fraternities that practiced "cruel, scandalous, or unmanly transactions." Thirty years later, in the peculiarly transitional first World War and post-war period, the problem again thrust itself forward, taking now the form of "hell week," paddling and the extremely long summons. In 1917, 1920, 1921 and again in 1923 this rough initiation demanded attention.

In 1921 the Board of Trustees took action abolishing all paddling, requiring the "issuance and completion of summons only

between 6:30 A.M. and 9:30 P.M.," ordering that "no part of the initiation or ceremony or garb be in evidence in chapel or in classroom," and insisting that "fagging" be conducted with due regard to study hours. This action was reaffirmed in 1923. The fact, however, that the problem has persisted in some form to the present (almost fifty years since the board first acted) must be placed in the record. Certain fraternities have, it is true, abandoned roughness and adopted constructive pledge training practices, and during the year 1941-1942, partly no doubt because of war conditions, it seemed that headway was being made in the matter of the concentration of initiation ceremonies, and of time spent in pledge duty.

A NEW ERA OF FRATERNITY GROWTH

During the post-war period, the college enrollment witnessed an enormous increase and several new men's social groups were formed. A period of some degree of social disorganization, it presented real problems in the life of the men. The Union, although no longer a large group, continued through the twen-



Sig Alphas Stealing the Phi Psi Cannon

ties; it and the other significant non-fraternity organizations, the Ohio Wesleyan Commons and the Brotherhood of Wesleyan Men, are treated in another place. Five other smaller groups came into existence in the period 1919 to 1923, two of which, becoming national fraternities, are still on the campus. The others, with

periods of life extending from six to ten or more years, in the end, under the influence of the decrease in enrollment that accompanied the depression of the early thirties, passed from the scene. The five were Kappa Sigma Pi (1919), which became Delta Alpha Pi and later dissolved; Kappa Delta Alpha (1920), which merged with Phi Kappa Tau; Theta Delta Psi (1922), which became the national fraternity Kappa Sigma and is now on the campus; Beta Sigma Tau (1923), which became the national Tau Kappa Epsilon and is now on the campus; and Phi Alpha Pi (1923), which became Phi Kappa Tau and which, itself absorbing Kappa Delta Alpha, later dissolved.

In 1922, in another secession movement from the Ohio Wesleyan Union, Theta Delta Psi came into existence as a local. In May, 1926, at the Neil House in Columbus, the group were inducted into the national fraternity of Kappa Sigma. Prosperity was the rule for some years but the depression of the early thirties struck the chapter a severe blow. Determined efforts, however, on the part of James W. Blair (1930), Merwin Breese (1930), Edward H. Laylin (1931), Frederick R. Wickham (1927), and others to keep up chapter morale, and the seizing of the opportunity of purchasing the present adequate fraternity house on Winter Street, resulted in the later thirties in a revival, in a strengthened fellowship group, and distinction in scholarship, in music, and in campus leadership for several Kappa Sigs.

In 1923 Raymond H. Brown (1927) became the central figure around whom a new local fraternity, having as its ideals Christian character, scholarship and student activities, was formed, under the name of Beta Sigma Tau. A house on Griswold Street "in the fraternity district" was taken over and nationalization was planned. Dean W. L. Sanders gave the boys a list of twelve of the most prominent fraternities not as yet having a chapter on our campus. From this group Tau Kappa Epsilon ("Teke") was chosen and in 1931 the Alpha Mu chapter of this national was installed.

ALUMNI IN NATIONAL FRATERNITY AFFAIRS

National fraternity organizations have, as Cecil J. Wilkinson (1917) says, "drawn with prodigality" on the ranks of Ohio

Wesleyan alumni. We have furnished eighteen national presidents, two of these in recent years: George N. Short (1905) as Eminent Supreme Archon of Sigma Alpha Epsilon (succeeding Dr. Arthur E. Brown, 1902, who died in office), and William W. Dawson (1914) as president of Beta Theta Pi. Cecil J. Wilkinson has been for almost twenty years secretary of Phi Gamma Delta, has been chairman of the National Interfraternity Conference and president of the College Fraternity Editors' Association. Another alumnus, Judge William R. Bayes (1901), of Phi Delta Theta, has served as president of the Interfraternity Conference, and Dean William L. Sanders (1913) also played a conspicuous part in it. The following have been at some time "presiding chapters": Gamma of Sigma Chi, 1858 to 1884; Theta of Beta Theta Pi, 1860-1864; Omicron (later Mu) of Delta Tau Delta, 1869-1874; and Ohio Alpha of Phi Kappa Psi, 1875 to 1878.

The local chapters of Beta Theta Pi, Phi Kappa Psi, Sigma Chi, Phi Delta Theta, Phi Gamma Delta, and others as well, have at times been very active in fostering and initiating new chapters among colleges in Ohio and in other states, and individual Ohio Wesleyan alumni or former students such as Edwin Earle Sparks (ex 1884) and Dr. Milton W. Brown (1894) for Chi Phi, Joseph B. Foraker (ex 1870) for Phi Kappa Psi, and Edwin Holt Hughes (1889) for Delta Tau Delta have been prominent in this kind of work.

In the field of fraternity journalism, the magazine *Phi Gamma Delta*, founded on our campus by William F. McDowell (1879), had as early editors Frank P. Parkin (1880), Elias J. Jacoby (1881), and Edmund D. Lyon (1882), and is now edited by Cecil J. Wilkinson. Eugene Wambaugh (1875) and Willis O. Robb (1879) served as editors of *Beta Theta Pi*; John Edwin Brown (1884) of the *Scroll* of Phi Delta Theta; Edwin Holt Hughes of the *Rainbow* of Delta Tau Delta; Edwin Earle Sparks of the *Chackett* of Chi Phi; Charles L. Van Cleve (1879) of the *Shield* of Phi Kappa Psi; and at the present time Don W. Gable (1935) is associate editor of the *Record* of Sigma Alpha Epsilon, and Ralph F. Burns (1935) edits the *Tomahawk* of Alpha Sigma Phi. Other alumni have served as treasurers and chaplains of the national organization, and in other capacities.

To return to the campus—in the period of Dean Sanders' leadership the Interfraternity Council became a guiding factor of importance, as has also been the case under Dean Joseph J. Somerville. With the large number of groups on the campus and, for the most part, a democratic spirit prevailing, the fraternity is no longer a problem in the old sense. In recent years emphasis has been placed on the group's scholarship rating; the housemother system has spread to all groups; "the house" continues to be the center of interest and fellowship for returned alumni; and the chapter continues to be one of the most important agencies for recruiting students. In 1942, however, this greater degree of stabilization is threatened by the prospect that the enlistment or draft of the men will again deplete fraternity ranks. Thus the fraternity continues to face the ebb and flow of fortune. But Ohio Wesleyan is clearly a "fraternity school"; to recognize this fact and utilize and elevate the institution is our challenge and our opportunity.

ATHLETICS — PHYSICAL
EDUCATION

WITH the Mansion House “sanitarium” and the “salubrious, although odoriferous,” waters of the spring drawing tourists and health seekers to our campus years before the college was established, the place seemed predestined to emphasize physical well being, as well as mental and moral health. After the college was opened the picture William D. Godman (1846) draws of the boys playing catch ball and grace hoops with Lucy Webb, while it leaves us in some doubt regarding the manliness of these early sports, nevertheless charms us by its quaintness and simplicity.

The college catalogue of 1845 says that there was a class in physiology “with weekly lectures on the preservation of health,” presumably given by Professor Merrick, and by 1849 all students seem to have been required to take this work—certainly a creditable requirement for that day. In all those earlier years, hunting, skating, swimming, “boating,” and even cricket playing were in vogue. For a later period, George W. Dubois (1872) says, “If we asked Dr. Merrick to excuse us from chapel to go hunting, he wouldn’t do it; but Dr. McCabe would let us go. He’d say, ‘Why, yes, boys; go and have a good time!’ Sometimes we went skating or swimming on the old mill dam.”

BASEBALL

“Base ball” seems to have been played as early as 1863; Professor McElroy suggests that Francis G. Mitchell (1867) was one

of our earliest stars. A certain pitcher named Blackstone also achieved distinction early. In 1868 a union of the "University" and "Enterprise" nines produced the "Sphaeragonistic Club," a classical enough name for anyone. On grounds north of Monnett, games were played between fraternity nines and such boarding clubs as the Brecht and Chilson houses; upon occasion a college nine would play Otterbein, Kenyon, Antioch or Denison. All through those decades the "man from Columbus" (in franker speech, the ringer) often played a decisive role. (In 1874 Sigma Chi launched on the Olentangy an eight-oared barge, thirty feet in length; W. G. Moler, 1879, seems to have been a promoter of boating crews.) Chase Stewart (1880) tells of baseball trips to Mansfield and to Kenyon College.

Although, in the eighties, President Payne opposed "games abroad," McCabe, Nelson, and Semans sometimes defended the boys in such enterprises. Fabulous baseball scores were generally the rule—57 to 43 for instance. Berne Jones (1889) says that in the late eighties games were played with Kenyon and Ohio State. An expert Irish catcher from Columbus charged a \$10.00 fee and care had to be exercised lest he expose himself by his brogue. Ohio Wesleyan boys being "Christian gentlemen" were supposed to apologize if they hurt a man in any sport.

George N. Kreider (1877) maintains that he introduced football during his college course; they played with a round ball and few rules in the low ground north of the sulphur spring. "Ed Fosdick of Indiana, George B. Kauffman, and Francis R. Fry of St. Louis" are reputed football stars of that day. Little was made of this sport, however, until a later time. In the eighties, next to baseball, commencement field day games ranked in popularity; there were boat races, running, jumping, and rope climbing contests.

DYSPEPSIA, HEADACHE, GENERAL LASSITUDE

But our athletics until about 1890 consisted in large degree of contests between boat crews or football, baseball or tennis teams, nines, or clubs representing classes or fraternities; "varsity" athletics were poorly organized, student-controlled, and inadequate. Godman's bold graduation speech in 1846 on the need of more

physical culture, quoted earlier in the book, described a condition that persisted for decades. We find passing reference to a "gymnastic association" in 1864. The persistent demand for a gymnasium building and physical training which the *Western Collegian* took up soon after its establishment in 1867, and which the *Transcript* continued to stress, shows that Godman's cause was a popular one with students; in their minds this was a desideratum second only to our need for more work in English literature. "In winter, students all mewed up in ill-ventilated rooms, were in danger of contracting chronic diseases"; they were "anemic and broken down." The *Transcript* registered a protest against poorly ventilated library, recitation room, chapel, and church, and complained of a general condition of "dyspepsia, headache, general lassitude and lack of sleep."

The demand continued all through Thomson's, Merrick's and Payne's administrations. Such arrangements as a make-shift gymnasium in the basement of Elliott, equipped with "a pair of boxing gloves and a biceps developer, in the shape of a piece of old iron," and football grounds, located just south of the run, with



The Fairbanks Gymnasium

the ball frequently kicked into the stream and the game delayed until it was fished out, were subjects of constant student derision. But even the few thousand dollars necessary for a small gymnasium seemed not to be forthcoming, and, the establishment, in the early eighties, of military companies on the campus did

little to help the cause along. An impetus came, however, when Edward M. Semans (1886), afterwards the well-known "Doctor Ed" of Delaware, made as his senior oration a plea for physical culture; a movement for a gymnasium fund was started; an athletic association was formed; Professor Trueblood spoke in chapel on needs along these lines, and there was a gift of a few thousand dollars from Charles W. Fairbanks (1872). Finally in 1888 "Fairbanks Gymnasium" (our present psychology laboratory) was opened, but, as we shall see, the first real effort at gymnasium instruction was itself only temporary.

BATTALION DRILL

For some time military drill took precedence over both athletics and "gymnasium practice" in administrative and student support; for twenty or more years preceding the building of Edwards Gymnasium, the "military" was a real competitor of both these interests; "the battalion," in fact, did not leave the campus until 1914. In the year 1881-1882, this form of training came to Ohio Wesleyan, an outgrowth apparently of the class rush; and at first the system of forming companies was by classes. Professor John H. Grove gave his personal bond to the state of Ohio for military equipment and served as major of the battalion. Becoming unsatisfactory, the system of organization by classes was later dropped, and reorganization brought the enlistment of a hundred men, a gun squad and a cavalry squadron were formed, and Ralph H. Van Deman (ex 1887) served as one of the cadet captains.

But "recruited only by volunteers in the academic department, neglected by the faculty and compelled to drill during the winter in a small coop of a room," the battalion, as this report for 1889 indicates, passed through one of its periodic slumps. An encampment at "Camp Hills" near Delaware, and on Washington's Birthday in 1889, a military promenade concert in Thomson Chapel—"tickets 20 cents, two for 35"—helped to restore morale. Features of this concert were a fancy drill squad and a bayonet squad that presented novel maneuvers. In time this military reception, with its drills and promenade, became a cardinal part of the decorous, restrained social life of the day.

The next step was formal recognition by the Federal government. In 1890, Lieutenant B. W. Leavell came and a real Department of Military Science and Tactics was established—another Bashford innovation. The catalogue said:

The university believes in peace. It regards the settlement of national or international difficulties by the arbitration of the sword as a scourge of God. Upon the other hand . . . a love of justice and a love of country may make war again a stern necessity.

The amount of work required changed through the years, at times four years, at times two, and at times an optional amount. In later years prep students often proved to be the main-stay of the battalion. Compulsory military tended to become unpopular; optional military, on the other hand, imperilled our chances of keeping the government officer and the Federal allotment of supplies. The relation military drill should bear to athletics, and, after the building of Edwards Gymnasium (1906) to physical education, was a constant problem; also, there was at times friction between military and academic ideals and work.

Among the commandants after Lieutenant Leavell were Lieutenant Charles D. Rhodes, Captain Waldo E. Ayer, Lieutenant Colonel Cyrus B. Adams (not on regular army detail), Lieutenant Clarence M. Condon, and Captain William H. Menges. Captain Oscar Koeppel (1897), who had been cadet major in his senior year, was, after the Spanish War, in the absence of Captain Ayer, appointed by President Bashford as commandant of the battalion. Under the commandant there were cadet majors, captains, lieutenants and other officers who had direct charge of the three or four companies, and the military band (and perhaps there was a signal detachment and a platoon of artillery, rarely, however, more than 150 men in all). The annual encampment held near Mechanicsburg, at Mt. Gilead, at Sunbury, on the Scioto River, or elsewhere, was an important affair. In 1908 the battalion enrollment was large; with Henry H. Magee (1909) as cadet major, there were five cadet captains, and a band under Carl Weist (1911).

But military drill proved to be unpopular; the building of Edwards Gymnasium and the attractions of athletics under a

Rickey, or a St. John, and of gymnasium work under a Page or a Dixon served in time to undermine the military at Ohio Wesleyan. On October 5, 1911, the *Transcript* said, "Military drill, that bugbear of underclassmen, is tottering on its last legs, and the sound of the bugle and the tramp of the sleepy private may no longer disturb the sleep of the late riser." The government finally withdrew its detailed officer and military drill was abandoned in Ohio Wesleyan (1914). Four years later, however, the campus saw the formation of another military unit, the Students' Army Training Corps.

WELCH, YOST, RICKEY, PAGE

In the period of Bashford and Welch, roughly speaking from 1890 to the first World War, both athletics and physical education emerged in their modern form. The period started with the "Fairbanks Gymnasium" already completed (1888), and the beginnings of real gymnasium practice, and with, according to C. Rollin Jones (1892), football making its first real showing (1888 to 1892); in 1891 the historic 104 to 0 defeat of Miami occurred. The Payne prohibition against outside games was gradually relaxed. Forward steps were taken when, in 1894, Coach George Dygert introduced "scientific football" and, of course, when, in 1897, the later famous Coach Fielding H. Yost came and with his "huskies" played the 0 to 0 tie with Michigan at Ann Arbor—a most spectacular event in our athletic history. Although, as Raymond O. Detrick says in his *History of Physical Education at Ohio Wesleyan*, our college was slow to join a conference and much still remained to be done along the lines of the management of finances and the elimination of ringers, nevertheless standards of training were raised; good playing both in football and baseball marked the years before and after 1900.

A larger degree of faculty interest and control came when in the late nineties young Professor Edward L. Rice became chairman of the faculty committee on athletics and treasurer of the athletic association that had for years had a hard struggle with debt. Rice put finances on a firmer basis and paid off old debts, including an unpaid portion of Yost's salary! Finally, in 1902, Ohio Wesleyan joined the Ohio Athletic Conference, Professor

Rice himself serving as secretary of this organization for eleven years.

Various incidents of the nineties have become parts of our athletic tradition. "No player on the teams of 1888 to 1891 ever failed to make his grades in his studies," is Jones' proud claim. One account says a grade of eighty or above was required of players. The ground on what is now Edwards Field was slowly being improved, but it was still rough and pebbly and both baseball and football men "lost much hide on that early field." From "Dead Beat Hill," overlooking the field, those who did not conform to the new requirement of paid admission viewed the games. "In 1897," says C. Sumner ("Doc") Welch (ex 1898), "a few of us got a little money together and sent down to Morgantown for Yost to get him to coach and play a tackle in the game with Michigan."



Three Faculty Stars, Rice, Hormell, Duvall

It was a common practice for a rank outsider or a loyal ex-star alumnus to assume the name and don the suit and nose-guard of a regular player. The latter for the time being would do his part as the water-boy, valiantly carrying the bucket filled with oatmeal liquid and sponges, from which unsanitary mixture the sweating players received their refreshment. Later the water-boy received credit in the *Transcript* for the wonderful plays made by the imported man. Or perhaps a tenuous eligibility would be established for an indispensable player by having him take penmanship or bookkeeping in the School of Business. Con-

ference rules, however, brought decided improvement. Besides Doc Welch's athletic work, his later identification of himself with Ohio Wesleyan in a peculiarly deep loyalty deserves great praise.

Basketball began to emerge in the late nineties—for some time the old Williams Opera House was used—and baseball for many years continued to be more popular than football. In 1902 came a baseball championship and, as the record has it, "Branch Rickey (1904) easily maintained his reputation as the best catcher of all." In 1906 came the very welcome completion of Edwards Gymnasium and advance along lines of basketball, track and systematized physical education. From 1906 to 1909, under Rickey as director of athletics and for several years under John Wesley Page (1904), also a former star, as director of gymnasium, manly sport on our campus functioned on a high plane. Although all games were not won, Ohio Wesleyan attained prominence in the athletic world.

At about this time Harrison J. "Bucko" Weaver (1909), and "Jimmy" Rike (1908) were famous players. In 1909 Lynn W. St. John became director of athletics and soon George E. Little (1912) and Tracey Jones (1913) emerged as leading athletes. Thus the years from 1897 to 1912 (Yost, Welch, Rickey, Page, Rike, Weaver, St. John, Little, Jones)—years marked by our entrance into the conference and by Professor Rice's secretaryship—clearly mark an outstanding period. Battalion drill was giving way. In the years before the first World War, F. W. Dixon developed athletes, some of whom served as soldiers on the Mexican border and later showed their prowess in contests at Camp Sheridan and in France.

As has been said, gymnasium drill (physical education) had made its first real start in 1888. The completion of the small gymnasium made it possible for L. C. Smith with "four gentlemen and three lady instructors" to schedule classes in Indian club work and calisthenics. But Federal aid to military drill, and lack of space and inadequate equipment for gym work soon brought an era of decline.

At Monnett, however, the girls, under Bertha Herrold as instructor, made considerable headway in physical culture as an

annex of the work in elocution. The catalogue of 1895 says the work consisted of the following quite decorous and proper routine:

Poising, bending, stretching, relaxing, breathing exercises, marching, free movements, aesthetic movements, and occasional lectures on physiology, hygiene and dress. . . . In short, the aim is to give a system of exercise without the dissipation of dancing, the danger of boating, the violence of boxing, or the one-sided development of tennis.

Taking on more modern forms under a series of instructors, among them Lucy Dean Jenkins (1903-1911) and Edith S. Moodie (1911-1917), women's physical education continued through the years. But at Monnett, too, inadequacies of room and equipment presented problems.

For the men, after a revival of interest and activity under E. A. Peterson (1903) and L. D. Barr (ex 1906), the real establishment of gymnasium work awaited the completion of Edwards Gymnasium in 1906. Under L. B. Bingham on a temporary, and John Wesley Page on a well-organized basis with extensive intramural sport, the work progressed, the ideal being, as President Welch said, "not the development of a few experts in one game, but physical culture and benefit by recreation for all." Later, F. W. Dixon, although emphasizing muscular development and perspiration-producing exercise (the "Dixonized program"), also attempted to introduce a varied program and less formal activity, hampered though he was by the burden of too much work and by approaching war hindrances.

THE NEW ERA—1917-1942

Under President Hoffman, both physical education and athletics took quite advanced strides. Dr. Percy K. Holmes came as a trained medical man to be director of physical education, and in 1921 Dr. William F. Roberts succeeded him. Required class work, advanced courses, and intramurals, received attention; physical examinations, efficiency tests, and teacher training were emphasized. The department took the name of Physical Education and Hygiene. Walter C. Freeman, director of required physical education, who came to the campus in 1920 and has remained until today, brought in corrective gymnastics and built up extensive

work in physiotherapy, Dr. Roberts offering the work in hygiene and physiology. Under these two a changing corps of assistants served.

In the early thirties, for the required courses, formal work was definitely dropped and a "play program" was instituted, a wide range of games and recreational activities being introduced of the type the student, it was hoped, would continue to enjoy after graduation. In the course of two years the student was to acquaint himself with eight different activities, which (in 1942) might be chosen from tennis, volley ball, touch football, swimming, handball, badminton, bowling, golf, soft ball, individual activities, gymnastics, fencing, tumbling. Dr. Roberts, after a decline in health, died in 1940, and that same year George E. Gauthier, who had been Director of Athletics since 1921, was made head of the Department of Physical Education.

The work for women had followed somewhat similar lines. High hopes were for a while indulged that a women's building would be constructed. After years of carrying on the training in Monnett, it was transferred to Edwards Gymnasium, but the inconvenience of having both men and women use the same building has shown itself to be very great.

Prominent names in women's physical education were, for the early twenties, Lydia Lightring and, for more recent years, Gertrude Manchester, Natalie Shepard, and Carolyn Tarbell. Miss Tarbell has been in the department since 1928. At the present time Natalie Shepard exercises supervision; Mary Jane Robb has charge of intramurals. The required work now (1942) is quite varied and includes participation in group sports (hockey, lacrosse, speed-ball or volley ball), fundamentals of movement, rhythmic activities, tennis, golf, archery, body mechanics, and horse-back riding.

Thus the work for both men and women became contributory to personality development and life interests, rather than merely building up muscular tone. The gymnasium, like the library, is a lively, busy place, one of the centers of college life. "Jim" (James Flavin, custodian) is an important person. After the outbreak of war in December, 1941, adaptations were made, for men particularly, to meet the recommendations for vigorous physical train-

ing made to the colleges by the War Department. In 1941, J. Larsen Wagner, M.A., and Robert M. Strimer were added to the department as instructors and coaches. It should also be added that the health service work under Dr. George T. Blydenburgh, mentioned in another place is, equally with physical education, contributory to student well-being.

During the first years of President Hoffman, World War conditions hindered athletic progress, but beginning in 1921, under George E. Gauthier, as director of athletics and sports, Ohio Wesleyan entered upon what Detrick calls the "period of athletic supremacy." There was a marked expansionism in athletics and championships were frequent. The sport name "Battling Bishops"



"Mother Hubbard" (1923)

was adopted to replace the inadequate "Methodists," and new football songs came in. BunHimself (George K. Hoffman, ex 1914) and "Bo" Bodurtha were called upon to speak at student "pep" rallies, and other men of the town showed a deep interest. Progress in basketball under Coach Benjamin F. Van Alstyne, and later, Ray Detrick, was likewise notable.



"Commando" training on the
campus, 1941-1942



Modern Football

*Centennial Athletic
Reminiscences*



Yost's famous team of 1897. Fielding Yost at the extreme left. Also in picture "Doc" Welch, Lester Riddle, Morris Ehnes



Coach Gauthier and F. Gillett at Centennial Homecoming. Football suit of the early nineties



Branch Rickey speaks at "W" men's dinner. Yost at right; James J. Nance, at left

The highest point reached in this period of supremacy was perhaps the football-basketball season of 1928-1929. The football squad had real natural ability, and was singing, buoyant and co-operative. A 17 to 7 defeat was administered to the University of Michigan, the first opening game lost in Ann Arbor in forty years. Coach Yost remarked, "I have never seen such perfect technique in football fundamentals as in the Wesleyan team." Such events brought us nation-wide recognition.

There followed defeats administered to the "Bearcats" of Cincinnati, to Miami, and to Denison, our Homecoming opponent. Plans were formulated to add to the Selby gift of \$100,000, an additional \$50,000 for stadium and athletic field extension. This 1928 Homecoming occasion was replete with athletic, Development Program, and general Ohio Wesleyan enthusiasm—a high point in the glorious twenties. A stirring 6 to 0 victory over Syracuse was somewhat offset by a 7 to 6 setback at the hands of Wittenberg. In the winter basketball season Coach Detrick's men started out with a sweeping series of victories, and ended with a tie for the championship.

The following year (1929), the magnificent Selby Stadium was dedicated, with a Miami game (and a defeat), and a crowd of about 10,000, the largest that structure has ever seen. Although the building of the stadium helped cause a financial pinch later, it was a great forward step. The structure could be used for commencement exercises and for other purposes and served as a challenge for us to make corresponding advances along other phases of our college life. In the later thirties, inevitable athletic setbacks came; there were reverses in football and baseball suffered a decline—a phenomenon common to many colleges.

The problem of Ohio Wesleyan's intercollegiate athletic relationships proved a perplexing one at times during the twenty-year period (1921-1942). In the early years charges of "subsidization" had to be faced and at various times our conference relationships were uncertain. With what kind of schools should Ohio Wesleyan, itself a big college, schedule games? Within the large, unwieldy, "newspaper" Ohio Athletic Conference there was formed, of the bigger schools with their stronger teams, a Buckeye Athletic Conference. But this was later dissolved. In recent years,

our college, although somewhat less prominent in intercollegiate sports than earlier, has revealed a healthy athletic tone.

Coach Gauthier, upon being asked to name an All-Wesleyan eleven from his teams of the last twenty years, began: "Jay Winters, quarterback; Ginaven, fullback; Eddie Knachel and Siegenthaler, ends; Big Smith and Bob Tilton, tackles; Amrhein and Johnny Tilton, guards." Then he began to slow up: "Ballinger for center—and then there's MacCracken. Chick Pearce and Sonny Winters for halves and of course Eggie Westfall. And we must have Babe Frump and Ted Turney and Roll Rosser." Gauthier could no doubt name several others who might rightfully belong to the mythical All-Wesleyan.

At the "W Clan" dinner held in the gymnasium in 1941, as a part of the Centennial Homecoming celebration, several of our outstanding former coaches were present, as well as hundreds of athletes, some going back as far as fifty years. Berne Jones, for the period before 1890, Frank R. Gillett, for the early nineties, and for the period before and after nineteen hundred, Lester Riddle, Oscar Koeppel, W. W. Sweet, Harvey Yoder, and others were present. Features of the evening were speeches by Judge John W. Haussermann of Cincinnati, newly chosen member of the Board of Trustees, on the problem of the Philippines, by Branch Rickey, and by Fielding H. Yost. The latter told of his early coaching days here at "Delaware College," and of a game with Ohio State in 1897. "As to rules," Yost said, "we didn't violate any; in those days there weren't any rules." Speaking of his happy relationships with youth through the years, he added, "The richest experiences of life cannot be bought with money; they come out of human relationships and out of our own conduct."

CHAPTER

18

WITH THE COLLEGE JOURNALISTS

THE story of the period of Thomson and the early years of Merrick, although it has an epic quality, is gaunt and meager in detail. There was no student paper published in those years. There was no *Transcript* to tell us of stirring Civil War days. Extensive campus detail did not, in fact, get into print until the latter days of Merrick, in 1867, with our first publication, the *Western Collegian*. The *Collegian* itself, however, had a predecessor called the *American Student*, put out by a certain James M. Guthrie (ex 1865). Hardly an Ohio Wesleyan paper, it seems to have dealt with general college news; the complete disappearance of all copies, however, leaves us much in doubt about its nature and content. The *Collegian*, edited by our first prominent college journalist, Joseph B. Battelle (1868), later of the *Toledo Blade*, was itself in its first year a private venture. Seven volumes came out, 1867-1874. In the latter year, the *College Transcript* took its place, which in turn in 1902 became the *Ohio Wesleyan Transcript*. A vigorous rival for a few years came in the form of the *Practical Student* (1888-1895).

After Battelle's day the control of the *Collegian*, and of the later *Transcript*, lay in the hands of the senior class, the editors being chosen to represent the various literary societies. Some years before the colleges were united, girls at Monnett were admitted to the editorial corps. For many decades, the elections to the *Transcript* were the major political event of the year—sometimes becoming quite heated, and reflecting a frat, anti-frat cleavage. The

editorial corps at present, however, is chosen on the basis of tenure and service, a publications board, composed of faculty members and editors, choosing the members of the staff on the basis of try-outs.¹

The high quality of Battelle's editorial and literary efforts in the *Collegian*, 1867-1868, brought such comments from other college papers as: "the most readable of the western exchanges," and "the editor has ability, spunk, and vivacity." Other conspicuous early members of the editorial board were George C. Hitt (1871), Charles W. Fairbanks (1872), and Naphtali Luccock (1874). A list of the *Transcript* editors and business managers in 1878-1879 contains the names of men of surprisingly broad calibre: editors, W. O. Robb, J. J. McCabe, E. J. Wheeler, H. L. S. Vail, W. F. McDowell, C. F. Cozier; business managers, G. W. Lilly, Wilbert Ferguson, C. L. Van Cleve.

In all the earlier decades, in both *Collegian* and *Transcript*, college news alternated with articles on scientific and classical subjects, on the newer ideals of education represented by Cornell University, on the spirit and work of the German universities, and on the elective system at Harvard. The maturity of our student journalism in that day is indicated by a too flattering comment made later that as early as 1870, Ohio Wesleyan students put out a publication "as dignified as the modern magazines of the type of the *Forum* or *Nation*." The *Collegian* gives us our first extended accounts of the literary societies, and warns against their sentimentality and moralizing; it gives a zestful account of the great fight against fraternities in 1870-1872; in it we find our first "sports column" also, and for the first time our body of campus legend is featured. The *Transcript* made a real contribution by stressing for thirty years the student demand for English literature and gymnasium work.

In general, the change in 1874 from the *Collegian* to the

¹At first the *Collegian*, and later, the *Transcript*, was put out twice a month, with many literary features and remarkably mature editorials on campus and general educational problems. The *Transcript* later became a weekly and is now usually issued semi-weekly. Having dropped its earlier literary and general educational tone, it now deals exclusively with campus news, having much personal detail and gossip, and certain special feature columns.

Transcript meant a brighter, newsier and more collegiate tone. But the older mature interest in philosophical, literary and educational subjects continued, and at times scholarly productions by members of the faculty were presented. Under E. J. Wheeler (1879), later editor of the *Literary Digest*, and the other editors of that year, the spirit was "sprightly," and, in 1881-1882 with Charles E. Jefferson as one of the editors, we have perhaps the most appreciative, critical, and forceful editorials in all *Transcript* history. In the administration of President Payne, student writers treated discipline problems now with casual humor and finesse, and now with considerable editorial daring.

The most interesting journalistic episode in the seventy-five years of college journalism occurred in the late eighties when, with the appearance of the *Practical Student*, a newspaper "war" began on the campus and continued for four or five years. Under the aggressive editorship of Wilbur F. D. Copeland (1889) and others, this competing paper by its energy and dash seriously threatened the supremacy of the *Transcript*. Claiming to be a real college newspaper, in contrast with the "literary" *Transcript*, which of course also had some college news, it caused a journalistic furore. Although criticized as being a "private enterprise," and for a while allegedly "anti-frat" in purpose, it seems to have served as a spur to the *Transcript*, and to have brought changes in the form and spirit of the latter. There is some evidence that the word coed originated on the Ohio Wesleyan campus, first appearing in the *Practical Student*; Copeland says the editors of the Standard Dictionary supported this claim.²

Mrs. Minnie Cooper Maugans, for the amazingly long period of fifty-eight years (1883-1941) head of the job department of the Delaware *Gazette*, was for most of that time directly in charge

²The unquestioned ability of many *Transcript* editors has been at times counterbalanced by lapses into periods of lower tone. At one time (1877) President Payne and Professors Williams, Whitlock, and Semans were appointed to confer with the editors to make it a "more worthy college paper." In spite of the haste with which its pictures of college life have been drawn, as well as its frequent inaccuracy of detail, the *Transcript* is an indispensable source for a broad view of college life and history. The *Collegian-Transcript* file, extending from 1867 to the present day, is a very valuable college possession.

of work with the student corps in getting out the *Transcript* (and an occasional surreptitious "bogus" as well!). Her story bristles with exciting and exasperating experiences.

Yes, at first we set it by hand and then I learned the linotype. There was an alumni column and articles by professors. I worked on one *Transcript* a day and a night and until noon the next day without stopping. Yes, the hazing of 1893 was quite serious at first. I saw the black scabs on the faces of the boys. Such things were always, in those days, exaggerated in the big city press, but not so much now. Yes, I remember Copeland. He and S. K. Arbuthnot (1889) and Henry M. Pilcher (1894) were on the *Practical Student*; it was a serious competitor of the *Transcript* for a while. Who were the best *Transcript* editors and writers? Oh, there were so many, I can't name them all. Frank L. McVey (1893) became a college president. George Whitehead (1909) was good, and A. W. Morrison (1915) got out a column, "Tako Soko," that was unique in that day. "Shy" Banks (1916) and "Scoop" Wilkinson (1917) were good, and the last year of the war Mary Morrison (1919) was editor-in-chief, the only woman who ever served. Gardner Townsley (1920) has a paper of his own now, and did you know that three Merwin brothers all became editors (Fred, 1929; Charles, 1934, and Paul, 1937)? Edwin Beal (1931) was an able and critical writer, and his sister Helen (1935) had a column; those Havighurst boys were good (Robert, 1921, and James, 1930) and so was Dick Darrow (1936).

The college yearbook, *Le Bijou*, always identified with the junior class, has had almost as lengthy a career as has the *Transcript*. There seems to have been a *Junior* or *College Record*, sometimes called the *Souvenir*, as early as 1868. *Le Bijou* first appeared in 1876; at first distinctly a fraternity souvenir, it also contained class, and literary society memorials. For many years it was published irregularly. The *Transcript* said in 1887, "We hope hereafter the *Bijou* will be an 'annual' indeed, instead of appearing at such irregular and uncertain intervals as it has in the past." Later years saw great improvement. The *Practical Student* of 1893 says of *Le Bijou* of that year, "President John of DePauw has pronounced the *Bijou* (O. W. Carpenter, editor) the finest annual published in the United States last year."

It was, however, some time before the earlier rough caricature cuts, the somewhat ghastly representations of secret class fraternities like "the Bloody Eight," and the crude pictures of boat crews or class teams, gave way to the remarkable results that modern

photography, engraving and printing have brought. Ceasing to be distinctly a fraternity organ, the book finally became the medium through which all college life, the faculty, the classes, and the fraternity, sorority, departmental, honorary, and athletic groups were presented in pictorial form, a really imposing annual souvenir. For years now the genial and patient "Bas" Fees (ex-1918) has successfully handled the taking of group pictures, and Miss Natalie Bodurtha the "individuals."

In spite of the fact that *Le Bijou* has never attempted the role of a moulder of student opinion or a serious critic of college policy, the problem of supervision or "censorship" has none the less at times been a perplexing one, as well as the question of the business management of an enterprise that has taken on such ambitious proportions. In early days long satiric poems became a problem. In 1869 "the Chain" (although hardly of *Le Bijou* type) was required to have objectionable pages torn out.³

The final conversion of the *Transcript* to a strictly campus newspaper left the way open for some kind of literary magazine, by which student talent for creative writing could be fostered. Although since the late sixties intermittent efforts at establishing a student journal of "literary effort and humor" have been the rule, marked success has failed to crown the endeavors, the muse that presides over this realm often proving stubbornly unresponsive. Literary effort has yielded all too much to a form of campus humor that has lacked the note of authenticity. Only occasionally have the broad confines of collegiate license and propriety been overstepped, it being all along the essential pungency of the wit rather than its risqué quality that has been open to question. The note struck has been rather one of youthful inanity. Ohio

³In 1876, during the period of acting-President McCabe, the most serious misunderstanding in all *Bijou* history occurred. The staff having been put under discipline by the faculty for not submitting the proof of the publication, the junior class voted that the whole class itself was the "editorial corps." Then the faculty moved that the names of all the young men "be stricken from the rolls of the university." It was a case of suspending a whole class. But a nominal and very tardy compliance by the students saved the day. At other times *Le Bijou* caricature or jokers have called for faculty action. Probably the greatest single problem in connection with this annual, however, is that of the vast amount of time required of the students working on it each year.

Wesleyan's lack of a well-established student magazine has been quite regrettable; it may be attributed in part to lack of financial support and in part to preoccupation of student genius with *Transcript* and *Le Bijou*.

However, now and then creditable magazines have appeared, put out by some student group, such as the English Writers' Club or Pi Delta Epsilon. The *Bauble*, first put out in 1908 by the Jesters, a senior "honorary," attracted attention; its motto was "Squeeze the lemon, let the juice squirt where it may." Also as journals of better quality, the *Ohio Wesleyan* (1912-1915), the *Mirror* in the twenties, and our current *OWL* (Ohio Wesleyan Literature) might be mentioned. As new ventures were undertaken, real cleverness was shown in devising catchy and arresting titles, the *Babbling Bishop* (1935), for instance. The sulphur spring tradition proved a fruitful source of names. *Sulphurous*, "a journal of literary effort and liberal opinion," had real merit, entirely apart from its pungent title. *Odevene Odor* (1918), *Sulphur Spray* (1935-1939), and its *Sulphurette* edition reflect the spring motif. But in general student literary talent and wit flowed haltingly, like the water of the spring itself, loathe to bubble freely. Nor was the literary quality of certain publications of the type of boguses and *Brown Bulls* anything to boast of.⁴

Prominent names in the list of teachers of journalism on the campus have been, since the early work of H. F. Harrington in 1909-1910, those of Douglass Miller in the twenties and Harry E.

⁴The innocent bogus—one literary society "taking off" the program of another or the girls at Monnett putting out a sheet of mild student jibes—was hardly ever a problem. Even these sheets, however, when they suddenly made their appearance, pasted on telephone poles, sides of buildings or board fences about town, or distributed surreptitiously at public meetings, caused excitement. The more scurrilous revenge broadside, written by an aggrieved student or secret group, and printed out of town, by its cutting thrusts seemed to carry insult to the administration and faculty. A furor would spread through college and town. Responsibility for such a misdeed, like that for the "transparencies" of the proscribed masked parade, must be ferreted out and due punishment administered. In Dr. Payne's time, headlines like "Dr. Jonahr's Payne Killer" and "Rough on Rats," aroused much concern. The *Brown Bull*, a more recent form of bogus, has been equally objectionable.

Wood in the thirties; now Gerald W. Young carries on this work. In the profession of journalism and writing, our alumni have been so numerous and important that only representative names in the various fields can here be presented. To Battelle (*Toledo Blade*) and Wheeler (*Literary Digest* and *Current Opinion*), and others already mentioned, should be added such names as George C. Hitt, 1871 (part owner and business manager of the *Indianapolis Journal*, "discoverer" of James Whitcomb Riley and publisher of some of his earliest work); Eugene Wood (1880), quoted on another page; Boyd Gurley, ex 1898 (editor of the *Indianapolis Times*, receiving a Pulitzer Prize in 1928 for courageous political editorials especially against Ku Klux Klanism, and in Denver an editorial champion of Judge Ben Lindsey); Warren C. Fairbanks, 1898 (publisher of the *Indianapolis News*, also receiving a Pulitzer award); Virginia Roderick, 1901 (for a time managing editor of *Everybody's* and editor of the *Woman Citizen* from 1921 until it ceased publication); William F. Bigelow, 1905 (prominent trustee, managing editor of the *Cosmopolitan*, 1909-1913, and from 1913 to 1940, editor of *Good Housekeeping*); and George Whitehead, 1909 (prominent Ohio publicity man), recently deceased.

Attention must here be called to certain names in international news reporting, mentioned elsewhere: Ed L. Keen (United Press, Europe); Wythe Williams (war correspondent and author of books); Robert Aura Smith (Far East); William Hessler (Cincinnati *Enquirer*, analyst WLW); Lynn Heinzerling (Berlin Bureau, Associated Press).

In the field of religious journalism, in earlier years especially, Ohio Wesleyan held a very high place. Our own President Thomson, in 1860, left us to become Civil War editor of the *Christian Advocate* (New York). Charles Elliott, one of our founders, originated and edited the *Pittsburgh Advocate*, and later edited the *Western Christian Advocate*; our own Professor Francis S. Hoyt also served as an editor of the latter journal. Samuel Wesley Williams (1848), besides a connection with the *Ladies' Repository* and the *National Repository*, was important editorially for several decades in the Methodist Book Concern in Cincinnati. Arthur Edwards (1858) edited the *Northwestern Christian Advocate* for

nearly thirty years, being succeeded in that position by D. D. Thompson (1876). James Mendenhall (1864) became editor of the *Methodist Review*, and since 1920, Lewis O. Hartman (1899) has edited *Zion's Herald*, the oldest Methodist weekly in the United States.⁵

Besides representative journalists mentioned above, graduates of Ohio Wesleyan have filled important newspaper editorships in city and town; some have served as special feature writers; others have edited fraternity publications; in recent years, especially, several have become professors of journalism or have taken over the headship of schools in this field.

⁵Especially associated with journals of temperance or social reform have been: E. J. Wheeler (*The Voice*, a prohibition paper); Wilbur D. F. Copeland (1889), who as we have seen, founded our *Practical Student*, and who was also associated with *The Voice*, now for many years has published *Straight Edge*, advocating industrial reform; Ernest H. Cherrington (1903), now a trustee, who edited for the Anti-Saloon League, the *American Issue*, and is Executive Secretary of the Board of Temperance of the Methodist Church; Elmer Lee (1877), a founder and president of the American Health Association, who edited *Health Culture*. (Not in the field of journalism, but prominent in temperance reform, have been John G. Woolley, 1871, who was candidate for president on the Prohibition ticket in 1900, and David Lee Colvin, 1900, who ran for vice president in 1920 and for president in 1936 for the same party.)

COLLEGE NERVE CENTERS

TWO great nerve centers of Ohio Wesleyan life have been the library and the chapel. The former, besides serving as a place of reference, of research, as in fact, a laboratory, has, due to the distance of the fraternity houses, of Monnett and of other centers of student residence from the main campus, to a large degree performed the function of a study hall and social center. In spite of its confused activity and noise, what a grand old place our library has been!

A bookcase standing in the old Mansion House with perhaps 700 volumes, mostly old second-hand textbooks—this was the library of 1844; today a collection of more than 160,000 volumes, rated as among the best college libraries in the United States—this is the record. The story of the growth of the book stock, of the extension of housing space, and of the function of the library in our program of instruction, is the story of a century of changing educational ideals. At first no building at all, then from 1855 to 1898, Sturges; since 1898, Charles Elihu Slocum Library; today, a very evident need of a new building. At first no librarian at all; now a professor-librarian with a staff of six or seven trained library assistants and a large number of student helpers. A hundred years ago hardly open at all, or perhaps for an hour on Saturdays; today open day and night except Sundays and holidays. At first, with the textbook method prevailing, no departmental libraries, and no reserve shelves; now these and many other features facilitating reference and research, and inspiring a love of books and reading. Perhaps the greatest merit of our library today is the accessibility of the books.

In the early fifties the cheap scholarship system, and the rapid growth in enrollment put the college in sore need of an adequate chapel and a library and literary society building. It came as a godsend when William Sturges of Putnam, Ohio, in February, 1853, offered to give \$10,000 for books if an additional subscription of \$15,000 should be secured for a building. The letter accepting this gift, signed by F. Merrick, is preserved in the library. Equally providential was the willingness and ability of Professor Merrick to raise the subscriptions, which, as has been seen, he did in a short time.

Then came, in 1854, the visit of President Edward Thomson to Europe to select the books, a trip described in his *Letters From Europe*. After he had bought about 3,000 volumes, his search was cut short by the threat of a cholera epidemic and the fear that the college would be closed. In one of his letters Thomson says,

Having heard that the cholera was prevailing extensively in America, that the University was suspended in consequence of it, and that my family had left their home in alarm, I deemed it proper to hasten home, postponing my trip through Germany and Italy to another time.

On October 11, 1855, the Sturges Library, a building constructed on classic, "Doric" lines and maintaining a distinction that even today demands attention, was dedicated (Morris Cadwallader, architect), the poet, John G. Saxe, reciting a poem as part of the exercises. The interior of the library room was constructed on the alcove plan and in a few years the Trimble, the Ingham, and the Methodist Historical Society alcoves were established; others came later.

In 1859, with 7,000 books, our collection was proclaimed by Professor Williams, the "finest library in the West." Sturges, with its well-furnished literary society rooms and with its alcoved library above, presented an impressive picture and an "architectural design and finish," which the *Western Collegian* of February 15, 1868, said "had no superior in any other similar institution." But all through those early years it was little used, open for an hour or two only on Saturdays, "magnificent, but of little benefit," said the *Collegian*. The custom of that day was to guard library books carefully and preserve rather than use them; the

textbook method of instruction held sway and the literary societies used their own libraries. The sixties and seventies were a period of student protest against the lack of use of this growing collection.¹

We read with interest and amusement that as early as the seventies the library was serving as a social center and there was the problem of confusion and noise! "Campus loungers," said the *Transcript* in 1877, "who have one bell to spend between recita-



Sturges Library Alcoves

tions" would gladly loiter in the library. With the vigorous Payne administration bringing full use each week day, and the union of the colleges now a reality, the library attendant, Joseph R. Dickenson ("Joe Dick"), faced the problem of couples "happen-

¹A better schedule of open hours, better heating methods, more chairs, more current magazines and a reading room, "fewer Congressional Records and Patent Office reports"—these were the burden of *Collegian*, and, later, *Transcript* demands. Soon after 1870, a furnace and a catalogue system were installed and the open hour period was extended. There came a real library renaissance—only to be temporarily checked in turn by a stringent \$5.00 library fee.

ing to meet in the alcoves." Later, in spite of "flaming red cards and the grimaces of Joe Dick," certain men students would "talk by the hour to girls in an undertone." Joe Dick's remarkable memory seems to have made the library catalogue superfluous, and President Payne's advice to students as to how to get the meat out of the book stimulated library interest. Already there were on the campus individualistically minded students who, like Frank W. Gunsaulus, read independently and very widely, sometimes even at the risk of neglect of formal classroom assignments.

At this point a general glance at the makers of our library is pertinent. A list of these through the century would include as a very minimum: William Sturges as the donor of the first important collection; President Thomson, who selected the books; Merrick, who raised the money for the building; Charles Elihu Slocum, who gave a large sum for the construction of our present building; President Bashford, warm library friend and generous patron; Dickenson, able attendant for two decades; Professors T. G. Duvall and Leon C. Marshall who as librarians began, and Professor R. B. Miller whose long term carried through the modernization of our library. To these should be added the names of those who have shared in building up the book stock which has grown to the distinctive place it holds today. First there were donors of alcoves.²

Donors of productive endowment funds of one thousand dollars or more include the names of Michael J. Cramer, Benjamin F. Cessna, William F. Whitlock, Anna Sanborn Clason, Angela H. Randolph, Mrs. Anna Williams Pattison, and the former students of Professor W. E. Smyser. Others have given smaller sums. Larger endowments of over five thousand dollars are recognized

²In the old Sturges Library a number of memorial alcoves were filled by loyal friends of the college and by the acquisition of private collections. The Slocum Library was early enriched by the large and valuable libraries of Reverend Michael J. Cramer (1860), and Professor William G. Williams, and by selected contributions of John Williams White (1868) and Dr. Charles W. Super, one time president of Ohio University. With the transition to more modern methods, the alcove system was discontinued, and instead, memorials in the form of productive endowment funds were established.

as Foundations. On the roll of donors of Foundations are the names of Homer C. Fulton (1896), Lucretia Z. Hedges, Bishop William F. McDowell and his wife, and the Class of 1895.

We must stress the liberalization of the use of the library under President Payne. In turn, the kindly President Bashford was a great promoter of the library. After the new Slocum building was constructed, he would in passing the large reading room, stop and gaze with an interested, happy smile at the students working at the library tables. His devotion was finally attested by the gift of \$42,500 which has been used for maintenance. His work and that of J. M. Barker, financial agent, on the new building, together with the money gift of Dr. Slocum and the unfortunate disagreements that developed regarding the site and the details of construction, have been described on another page.

For more than thirty years Professor W. F. Whitlock was librarian, but with the completion of Slocum Library in 1898, Professor T. G. Duvall took over the work. The moving of the books into the new building, the work of preliminary classification and cataloguing, and the building up of funds for class collateral use, these were important parts of Duvall's program (1898-1905). One of the problems was to find room in an undergraduate library for the large numbers of books of controversial theology and the many technical medical treatises that had been parts of the older personal collections that had been donated. Leon C. Marshall (1905-1907) carried further the modernization program, sought to train students in the use of the library, reorganized the government documents, and emphasized the idea of reserve shelves. Among the assistants serving under the new library regime were Linda Duvall (1879) and Katherine Schock (1892). "Aunt Kate," as Miss Schock was known, a familiar and beloved figure behind the library desk for several decades, is intimately associated with World War library episodes, such as student soldiers congregating in the balcony and singing "K-K-K-Katie." At one time consternation reigned among readers and attendants when a flock of hens was let loose in the balcony and fluttered down among the library tables.

Professor R. B. Miller, whose modern methods and long term as librarian united to make him above all others the maker of

our present collection, had as his fundamental working principle the idea that the library was the common laboratory for the work of all branches of college instruction. It was made to contribute in a variety of ways to the classroom by supplying and making available to the students the books that the professors needed for their work. He embarked upon the constructive program of transforming the staff, which at his accession consisted of four untrained workers. One by one the different departments of the library were put under the supervision of trained library assistants, particularly important persons being the reference librarian and the cataloguer. Under the direction of Miss Ethel Bond, more recently of the University of Illinois Library School, the entire collection was recatalogued. With the cooperation of President Welch, President Hoffman and Dean Smyser, appropriations for books for the various departments were gradually developed and the giving of endowments for particular departments was encouraged.

A library that had 55,000 volumes in 1907, when Miller became librarian, contained almost three times that number when he resigned in 1937. In 1931 he was instrumental in obtaining from the Carnegie Corporation a grant of \$15,000, to be used to build up the weaker parts and develop a symmetrical collection to meet undergraduate needs. According to the "Shaw list," prepared for the Carnegie Corporation, the collection of the Ohio Wesleyan library ranked among the first ten of the more than two hundred college libraries included in the survey that was made. An improved reserve system and the "select library" idea came in with Professor Miller also. He was very much interested in using portions of the more generous gift funds for the purchase of older out-of-print books of educational value, thus making our library collection not only significant because of its size, but also because of the wide distribution, and because of the rarity of some of its items. Frequently special students from a distance have come to Delaware for research purposes. In particular the library and the Methodist Historical Society collection together have served as a real research center for church history. The increased size of the collection and the enlarged uses to which the library was put drew attention to the need of a new building. More museum space was particularly desirable. As a further development, in

1927 the select library came—in large degree the work of Miss Mildred Semmons, then reference librarian.³

Under the successors of Professor Miller, Dr. Eugene H. Wilson, Dr. Benjamin T. Spencer, and Dr. Deckard Ritter, improvements were made along several lines. The reserve system was modified in certain respects, the browsing room made attractive and more comfortable and in various ways books were made more accessible to students. The reference work under Maurine Irwin, assistant librarian, is especially useful for students doing research, and the busy catalogue room, under the direction of Mildred Cherington McElroy (1914) carries on that work according to the best traditions. Other members of the staff under Professor Ritter as librarian (in 1942) are Mathelle Griffith Williams, efficient secretary for the past eighteen years, Marianna Riesner, loan librarian, Norma Stewart, reserve librarian, and Alice Wilson, assistant cataloguer. Besides these there is the aid given by student-assistants, some of whom help with shelving, and some of whom have served as proctors with the duty of dealing with the still present problem of social visiting! Several students receive Federal compensation under the National Youth Administration. In 1942 the Ohio Wesleyan library is second only to the daily chapel assembly as a nerve center of college life.

CHAPEL OR ASSEMBLY?

The chapel, for eighty years primarily a devotional service, but more recently having a more secularized and diversified program,

³The books we read are the ones that happen to fall under our attention—this is the theory back of the select library movement; it also tied up with the “back to leisure” and “reading for fun” trends. The library should bring the student into convenient, casual contact with the great books. For these purposes selected books and albums were arranged on shelves in “Stevie’s room” on the lower floor of Slocum and an informal atmosphere of leisure and comfort created. But our students had by that time become very busy persons, the great books were not widely read; the depression, also, called for economies. A modification of the select library idea came in the form of a “browsing room,” in the same quarters. With comfortable chairs and davenports (furnished by the senior honorary, Omicron Delta Kappa), with daily newspapers and more popular magazines (but not great books), it serves as a place of relaxation, presumably relieving the larger reading room as a social center.

for nearly a hundred years has been our college daily get-together. The first day of college, November 13, 1844, at the famous meeting in the Mansion House basement, "young Mr. Williams offered prayer," and from that day until 1935 the daily observance was called morning prayer, evening prayer, devotional services, or chapel. Beginning as early as 1920 or even before, however, the service came to lose some of its devotional emphasis, and to take on an eclectic quality, with still, at times, a considerable religious element, but with secular, educational or entertainment features coming to the fore, such as short lectures, musical chapels, or collegiate shows. (As far back as the Welch period, athletic rallies had sometimes followed the devotional exercises and, even as early as the seventies, after-chapel mass meetings had been held.)

In 1935 the college catalogue displaced the words "daily devotional services" with the words "daily assembly." As the catalogue of 1942 states it:

A distinctive feature of Ohio Wesleyan is the daily assembly of students in Gray Chapel, and it is cherished by many of the University alumni as the most valuable experience of their college days. This assembly is addressed frequently by outstanding scholars and men of affairs.

It was one of the contributions of Dean Smyser to call attention to the marked change coming over this historic service in the nineteen-twenties, and to do much to reverse the trend. He took charge of chapel "at a time when its religious note was faltering and the multiplicity of collegiate interests was intruding on chapel time." The daily service, he insisted, should emphasize "a spiritual quickening that flowers in nobler living," and should have as its function, "the integration of newly established truth with the truth of religion." In the nineteen-thirties the collegiate intrusion again asserted itself; with the coming of President Burgstahler, however, there came a short period of devotion each day.

But even the chapel of tradition frequently included more than the regular hymn, scripture reading, and prayer. Chapel has always been a moulder of college solidarity and morale; in sterner days, admonition and discipline were often administered from its rostrum. How often has chapel met and where? As we survey

its past, what brede of incident, academic, human, humorous or grave, has been woven into the texture of its history?

THIRTEEN CHAPELS A WEEK

At first there were thirteen required services a week; today there are five—with twenty-five “cuts” a semester. In the forties and fifties there were morning and evening prayers; on Sunday there was morning attendance at a Delaware church; a weekly or bi-monthly afternoon “Sabbath lecture” was also required. Perhaps the first break from the routine of thirteen came when, just before the building of Thomson Chapel, services were held in William Street Church. But as late as 1872, we read in the *Collegian*: “We do not know of any other institution in the country claiming to be first class that condemns its students to such penance. Nearly every college long ago gave up evening prayers.” There was also complaint by the students of other demands on their time. Too many activities seventy years ago! Sunday with its many services was “split into fragments not worth picking up.”

First evening prayers were dropped, leaving eight services a week; then Saturday chapel became the object of attack. No classes on that day but chapel as usual! At times, all the members of the faculty absented themselves and President Merrick or Payne had to face the assembled students alone. But the *Transcript* said, “We would not coerce them to interrupt their labors at such an hour, if we could.” At one time, according to William G. Moler (1879), on a Friday night students spread hay over the chapel floor to prevent the next day’s service. At last came victory; in the eighties chapel came to be held only on “every school day.” The change seems to have followed in the wake of President Payne’s plan to unite the girls’ and men’s chapels, the combined service to be held in the afternoon. At this time, says Mrs. Austin, the famous “walking rule” came in. “It was a compromise; the girls were to go to the men’s chapel; but there were to be restrictions on their walking with the men.”

Under President Thomson the Sabbath lecture was an instrument of remarkable influence among students, faculty, and citizenry. Under President Merrick it lagged somewhat; but the magnificent efforts of Dr. Payne drew huge crowds to Thomson

Chapel and, later, to the City Opera House. Becoming a monthly affair, under Bashford it was all important; it continued also under President Welch. Although it was finally dropped, the Sunday convocation, established by Dr. Soper, and since his term held somewhat irregularly, has served as a substitute.

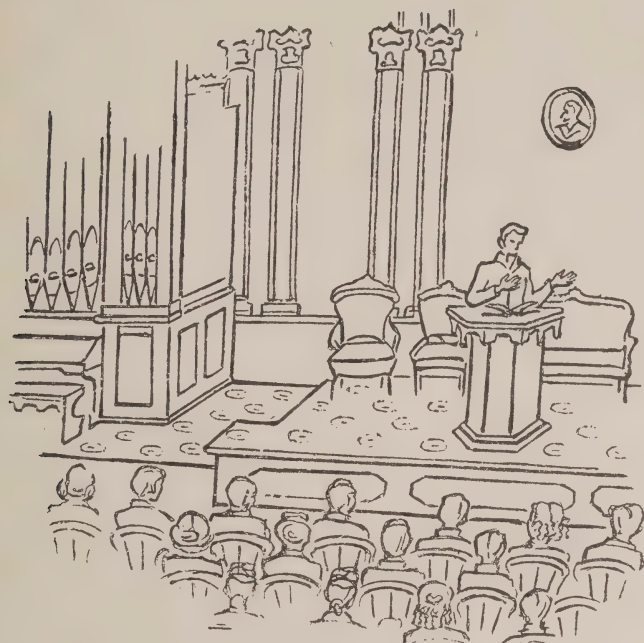
Counting out the Sabbath lecture, there remained five required services and Sunday attendance at a Delaware church. The latter was the next to go, partly as a result of the complications surrounding the matter of the students honestly reporting their attendance. With this passing of the Sunday church rule (in the momentous post-World War days), there remained the required five-day chapel; offering, as it does, variety, entertainment features, and a generous allowance of twenty-five cuts, it has occasioned little objection.

CHAPEL PEREGRINATIONS AND BY-PLAY

Our important daily college exercise had no adequate and permanent abiding place until, in 1893, Gray Chapel was built. Moved from place to place with surprising frequency, it had as its first meeting place, the room in the Mansion House that had served as dining room and bar; in time this gave way to the basement of the old William Street Church. Soon after Thomson Chapel was built, the spacious room on the second floor had to be given over to the "cabinets," which occupied it from about 1860 to 1873. After 1860, makeshift arrangements for chapel followed; daily prayers were again held in William Street, and then in Thomson Hall in the mathematics room, called "lower chapel."

Here students' devotions were troubled by "horrid thoughts of sines, cosines, and tangents" and instead of the odor of sanctity, chemistry fumes from the laboratory in the basement permeated the service. At one time, after the Civil War, as enrollment mounted, the chapel services were divided. In 1873 the museum was moved to the large room on the third floor of the newly constructed Merrick Hall (quarters originally intended for the chapel again giving way to the science cabinets!). Thus Thomson Chapel reverted to its original purpose and, under the inspiring leadership of acting-President McCabe (1873-1876), and for many years under President Payne, Ohio Wesleyan had an effective

service in a worshipful atmosphere. With, in 1881, the girls joining the boys in chapel, the "holy place became bright and cheerful with new life." But in time the room became crowded and the need for an adequate, permanent chapel home became insistent. There was a temporary sojourn in St. Paul's Church, while Gray Chapel was being built, and, finally, in 1893, with the construction of its present commodious home, the peregrinations of chapel ended.



Old Thomson Chapel

Although all through the years chapel has had its proper share of collegiate by-play, mischievous student pranks were more in vogue in earlier decades than today. The chapel bell clapper might be stolen or pigeons let loose to fly around the room, and after the services, altercations between classes might occur. At the after-chapel mass meetings, big men on the campus would dispense their wares; as early as 1873 we read in the *Collegian* of "uproarious meetings and business wranglings." In 1885 occurred that most unusual scene, the calling of the long roll to detect

those students who had attended Frederick Warde's presentation of *Richard III*. More recent graduates will remember tumultuous class rushes over Gray Chapel seats, hens hidden in the organ console to burst out and cause confusion, "fake" notices read, other pranks executed with the perfection of clockwork or circumvented by the vigilance of those in charge, and then, after chapel, duckings in the sulphur spring of freshmen caught without their caps.

An editor complained in the eighties that the chapel organ, pumped by a student, "had pneumonia and that too in a malignant form"—and why not, since on some days in winter "the chapel was a veritable refrigerator." Tiresome outside speakers, in Victorian days as now, were not spared—"they thought that chapel offered a golden opportunity to work off all the ancient and venerable chestnuts that have accumulated in a lifetime" (1885). In the nineteen-twenties a student critic complained of "itinerant mountebanks in a pastor's garb" leading chapel—but such intrusion was a very infrequent occurrence, surely. Students have always been on the lookout for the peculiar traits of individual professors, and in the case of a certain highly respected, early faculty member, they could repeat from memory his formal prayer as it followed its well-cut groove.

At an early date, there was introduced into the chapel service the senior oration. Dropped for a while and later revived, it became in the eighties an important feature. Once a week chapel was given over to these short speeches four minutes in length, the senior and his student audience both being unwilling victims of the system. Many of the talks were sentimental or grandiose, following prevalent trends of the day, and it seems that little relief was afforded from the glory that was Greece and the grandeur that was Rome.⁴

⁴But at times there was improvement; for the year 1884-1885 the *Transcript* said:

The chapel orations are an improvement upon those of last year. True, Greece and Rome and the old war gods are being shamefully and maliciously neglected; but then we have what is better, an abundance of good advice.

In 1881 the speech of Julia Eaton on "National Literature" was "ably and



The last look at the seniors

Crowning Monnett Day Queen



The Monnett mirror once hung in the White House, framing Lucy Webb Hayes' portrait



A college nerve center
for a hundred years,
daily chapel



A portion of the
college parade

Like the commencement speech, the chapel oration had real value, but the students cordially disliked it. Four minutes was too short a time; the custom was "held in disesteem, it was an infringement on valuable time"; through the years petitions against it abounded. When, finally, it was discontinued, under Professor Fulton and President Bashford the better conducted "senior rhetorical" was substituted, an exercise somewhat like a modern class in speech. "Senior rhetoricals are a vast improvement on our chapel orations," said the *Practical Student* in 1890. "They helped to overcome our natural backwardness," says W. W. Sweet (1902). "The whole class met weekly in the chapel annex to listen to these orations. One senior presided; the whole class criticized," says Florence Coates Reckard (1905).

Through nearly a century the older type of devotional chapel persisted. Hymn, scripture and prayer and perhaps a short appeal by president, professor or visiting speaker, and this for eighty or ninety years—it is a remarkable record. How characterize the distinct note that each president and professor struck? Thomson's refined spirituality, Merrick's earnest solicitude, Payne's forcefulness, Bashford's rapid-fire exhortations that "shot out like a sky rocket," Welch's well-rounded appeals to conscience and reason, Hoffman's sincerity, Soper's clarity, and Burgstahler's nervous challenge—these traits have become fixed in students' memories. And the professors as chapel leaders—McCabe's services of great "solemnity and beauty," Stevenson's emphasis on chivalry and devotion to the cause, Duvall's wisdom, McElroy's liberalism and intense Ohio Wesleyan loyalty, Rice's practical idealism, Walker's ingenious analogies and modern parables, Smyser's strong note of decision, Westgate's fearless insight and keen humor—it is a notable list. And the long roll of guest speakers, statesmen, professional men, scholars, social workers, and returned missionaries have given our chapel platform the character of an important public forum.

beautifully written"; Austin Philpott (1886) spoke on "The Nation and Its Perils," and J. F. Neff, on "The Gospel of Gladness"; Edward Semans' pertinent speech that same year on "Physical Culture" has been referred to in another place.

A restoration of the five-day-a-week, more purely devotional chapel would no doubt bring objection from the student; his interest today is primarily directed toward the social features of the daily assembly, toward the musical or other entertainment numbers. Nevertheless, the not infrequent masterly presentation of a case by an outside speaker is always well received, and the occasional striking of a deep religious note is still perhaps the chief glory of this historic service. The pertinent question is often asked, however, whether, to obtain these moments of higher value, it is not expensive of time and money to include so many programs of other kinds.

THE AGE OF GREAT REVIVALS 1875-1920

The chapel was a place of daily nurture and a college get-together, but it was the annual religious revival that was the place and time for the ingathering of souls and the making of life decisions. To anyone not obsessed by tenacious antagonism to the revival, the story of this once characteristic Ohio Wesleyan institution is instructive and challenging. It must not be left out of the picture. Nor should the approach to its story be one of criticism, current religious attitudes and methods being far too tenuous and uncertain to justify reproaches at those of a former day.

We read of meetings very early—of one in 1846, and of a “wonderful” experience in 1866 under Alexander Nelson, pastor of William Street Church. The very height was reached in the period of Payne and Bashford, the age of “glorious” revivals. Although the meetings continued under Welch, the emphasis changed somewhat. In Hoffman’s time there were some notable meetings, one special series was held under “Dad” Elliott and another under Professor Walker. As late as 1929 there were meetings (under E. Stanley Jones), the topic of the series being “Companionship with Christ.”

But decline had already set in. The revival was abandoned at about the same time as the numerous other changes so frequently noted, the great increase in enrollment, the dropping of required church attendance, and the introduction of sororities and dancing. To ask whether the change in religious methods was

only another evidence of advancing "Christian liberalism" on the campus, or whether it really meant a relaxation of the stern demands of the Christian faith and an adaptation to modern comfort and convenience, following that which the Methodist home and the family church were already making—to ask such a question is to probe deep into modern religious problems.

For many decades to start the meetings a day of prayer was held, usually in the depth of winter, and for two weeks or more the series continued. Provided beforehand with information as to the number of "saved and unsaved" students, of church and non-church members in each class, faculty and student leaders mapped out their technique. The president or a professor usually led (only occasionally an imported evangelist), and sometimes William Street and St. Paul's cooperated, the town and the college experiencing a great season of grace at the same time.

Under the influence of class and fraternity prayer and testimony meetings, and of altar services, the students came to feel their personal inadequacy and seemed not ashamed to admit their need of divine aid. Often professors, such as Merrick or McCabe, solicitously prayed with the anxious student in his room, helping him to make the decision, perhaps kneeling with him at the altar. At faculty meetings, the professors would join in prayer and entreaty for the students and for the success of the meetings. Student would seek out student; at the last, when called upon to testify, converts and "reconsecrated" believers would respond in scores. A single series of meetings would register an ingathering of a hundred or even two hundred. The *Collegian* reports in 1872, "There have been no less than a hundred conversions among the students of the two colleges." We of today need to remember that experiences such as these are woven into the texture of memory and tradition for thousands of Ohio Wesleyan alumni.

A report of President Payne's says for the year 1887:

Last winter, during the special meetings, over one hundred students professed faith in Christ and entered upon a new life. This religious element of students is in every way helpful to the university.

Thomas H. Campbell (1885) says the revival of 1883 was a "very great one." Under President Bashford, believer in evolution and in Biblical criticism, a man of big mind and heart, to whom a broad liberalism did not seem inconsistent with an intense revivalism, meetings were marked by perhaps even greater fervor. Although without special skill in revival technique, Bashford had a directness and sincerity that produced a deep impression.

The chapel was crowded with students and the Holy Spirit's presence was manifested in convicting, converting and sanctifying power. Over two hundred students have been converted. . . . In six of our nine fraternities every member is now a Christian and the nine fraternities united during the services in the first Pan-Hellenic prayer meeting ever held in an American college.

In 1902, however, President Bashford said: "We believe we see a change, a decrease in some of the old-time religious fervor and an increase in practical righteousness." But the meetings still were large, and always they seem to have had "promotional" value. In all those years the reputation of Ohio Wesleyan as a place of strong moral restraint and religious commitment helped to bring new students to Delaware by the hundreds; it seemed necessary to do but little promotion work of the modern type.

Student and alumni comment on the revival has been nearly all favorable. For the period of the seventies we have the famous statement of Gunsaulus (1875) to Bishop McDowell (1879). Once the latter was calling on the distinguished Chicago preacher, educator and connoisseur, and Gunsaulus said to him, "What would have become of us if we had not attended a college where they had revivals?" Bennett W. Hutchinson (1883) says of one series of meetings, "It was not a wild fire revival; there was some froth and emotion but on the whole it was sane and wholesome; many students began a new life."

John L. Hillman (1886), later President of Simpson College, says that students who were problems to parents and to the college became new creatures. "Thoughtless young people found a serious purpose in life, higher ideals of integrity, student honor, consideration of others and devotion to duty." Professor Walker, who graduated a few years later, says:

I have seen students dead set against Dr. Payne's policies, nevertheless rise for prayers at his invitation. There was no sensationalism in his methods. Usually taking one of the parables of Jesus to expound, he did it in a way that gripped their consciences profoundly.

The comment of Edwin Holt Hughes (1889) is as follows: "In sober review of my own experience I can find no reason for saying that Dr. Payne's evangelism ever trod on my self-respect." Of the Bashford meetings Francis J. McConnell (1894) has this to say:

I saw the revivals at their best; they were a part of the general religious procedure of the time. . . . The meetings at Delaware had the virtues and faults of such meetings everywhere. They brought great numbers of youngsters into avowed declarations of loyalty to the Christian life and prejudiced a considerable number against that life. . . . I have always thought of the religious contagion of Delaware as a social force used for high moral purposes.

The *Transcript* avers, in 1881, "the meetings could not be accused of injury either to scholarship or good behavior." In 1886: "The meetings have been unusually quiet and impressive; the results will be lasting; the necessity of regeneration has been presented with wonderful calmness and clearness." In 1897 there is praise "for the teaching of conversion as a surrender of will, a change of purpose." W. W. Sweet (1902) says, "There can be no doubt that revivals were tremendously effective in those days." A student of the period after 1900, now one of our most prominent laymen, himself greatly impressed by the meetings, urged President Bashford to continue with them until his fraternity brothers were brought in. Twila Lytton Cavert (1915) says for the Welch period that students were not afraid to admit their sense of inadequacy; they realized the values of self-revelation and made decisions that brought life-long results.

For very many students, the revival unquestionably mobilized higher loyalties and put back of life decisions the emotional drive of religion. But as Bishop McConnell suggests, certain men were turned against Ohio Wesleyan by the meetings. The objectionable professional evangelist, although seldom employed on our campus, was labelled by a writer in the *Transcript* in

1888 as "slangy and sacrilegious, an abomination." At revival time, it was complained in 1896, the students felt queer because a division was made among them that scarcely existed at any other time. An older professor, who saw the meetings of the Bashford, Welch, and early Hoffman periods, says in the *Magazine* (October, 1939), "Many of us looked forward to the time (of the revival) with dread, and looked upon its final passing with relief." A quite unsympathetic faculty member called the meetings "emotional spasms."

No doubt for a few students the revival was a season of emotional excess and "religiosity." There was indeed some morbidity, some parrot-like testimony and religious gush. Isaac Crook in the *Great Five* says that in an altar scene at St. Paul's, several students "working up an agony" were quietly reprimanded by Professor Merrick and advised to do all things decently and in order. The occasion of the sacrificial death of William McLaughlin in the Iroquois fire in 1903 had a profound influence on the revival of that year. As William F. Bigelow (1905) says:

That was the year when Billy McLaughlin died so heroically and a wave of something we would now think was akin to sentimentalism swept over the college. . . . Toward the end of the meetings Dr. Bashford called for testimonies. The students got to their feet in droves, ten or a dozen at a time. I think 476 testified in about an hour. I doubt if anything like it was ever seen before or since.

All in all, however, Ohio Wesleyan students favored the revival, and felt that they profited by the moral impetus received. A graduate of the class of 1919, a World War veteran, says:

In the years before 1917 the university was at a high level religiously. We had thrilling Y. M. C. A. meetings with a high spiritual tone. Those days we believed in prayer and practiced it. The big word was "dynamic." Big crowds attended the student churches, especially Bill Street, where first Tittle and then Day held forth. We had compulsory church attendance. We had an annual day of prayer; students met by classes and actually prayed and many took the day seriously.

It is very clear that with the passing of the revival a great change occurred in the religious life of the campus. The pres-

ent method is, in the words of a professor who is distrustful of the revival, through convocations, occasional chapel services, special speakers, and continuous faculty-student cooperation. His claim is that "it is saner and more effective than the older technique." Many, on the other hand, would ask whether there has been found a moral equivalent of the former revival, of the former dynamic spirit, the former "religious contagion of great social force."

Y. M. C. A.

Our campus Young Men's Christian Association, organized in 1879, was the outgrowth of a Students' Christian Association (to which both men and women belonged) which had itself grown out of the Allen Missionary Lyceum, founded in 1846, "through the instrumentality of Professor Merrick," as the first religious organization to foster meetings for men and to encourage an interest in the missionary cause. The early growth of the college Y.M.C.A. was phenomenal; in 1880 the largest group among Ohio colleges, by 1883 it was said to rank first in the whole United States. Soon becoming the foremost student activity (in 1888 the *Practical Student* said it had "more influence on the life and work of this college than all other organizations combined"), it retained a place of singular importance until the nineteen-twenties. Prominent among early leaders were Marion LeSourd (1881), Bennett W. Hutchinson (1883) and Rollin H. Walker (1888), and just before the first World War a succession of strong presidents included Tracey Jones (1913), Charles W. Brashares (1914), Glenn R. Phillips (1915), William E. Shaw (1916), and Walter W. Van Kirk (1917). Full time secretaries, each of whom served over a period of years, were J. E. Baldrige (1900) and Charles G. Laughlin (ex 1907).

"Give me a man who goes to the Tuesday and Saturday evening meetings," said President Payne, "and I'll underwrite him." The "Y" was the backbone of the college revival efforts, and of the "gospel teams," sent out to the various churches. Its committees did significant work especially along Bible study, missionary and evangelistic lines. For decades its regular weekly meeting

in the large room in the eastern part of Gray Chapel basement, often counting an attendance of two or three hundred men, was a college tradition. The early nineteen-hundreds, when such great leaders of young men as Robert E. Speer, John R. Mott, and Sherwood Eddy exerted a powerful influence on our campus and when, at the summer student conferences, our own Bishop McDowell would deliver messages of inspiration to great gatherings, including large delegations from Ohio Wesleyan, were truly days of high morale for hundreds of our college men. But the nineteen twenties and thirties saw a marked decline in interest in the "Y"; recently, however, there have been signs of some degree of recovery.

The Young Women's Christian Association had as a forerunner the Young Women's Missionary Society, in existence at Monnett in the eighties. The Y.W. has had a continuous life since 1889. The *Transcript* of May 15, 1890, indicates that the girls had a prayer service every Sabbath evening at Monnett, that they carried on active foreign missionary effort; and that the "tens," into which the girls were divided, did much social and charitable work. Later their program took on more modern forms, the Y.W. not witnessing in the twenties and thirties as marked a decline as did the men's group—a fact due in some degree no doubt to the more compact life of the girls in the halls. A quite impressive feature of the work has been the staging, along with a committee of the Y, of international week, a series of meetings and discussions led by noted outside speakers. The prominence of such Ohio Wesleyan alumnae as Helen F. Barnes (1889), Mabel Cratty (1890), and Twila Lytton Cavert (1915) in the national and international work of the Y.W.C.A. has been a matter of pride to the college.

A FOUNTAIN OF GOOD IN THE WORLD

Chapel, revival services, and the general religious and social idealism of the campus helped to create a remarkable interest in foreign missions. Our first typical representatives in the four corners of the earth were the teaching, preaching or medical missionaries. Today, however, this distinction must be shared with the alumnus who is the correspondent in the Far East or in Eu-

rope of a leading American newspaper; or with a specialist in the Department of State who attends a Pan American Conference; or with one who, experienced in diplomatic or consular work, speaks with authority as an international radio news analyst.

Ralph E. Diffendorfer (1902, LL.D., 1942), now Executive Secretary of the Division of Foreign Missions of the Methodist Church, estimates that four hundred or more of our graduates and former students have served as missionaries. A hundred or more to China, almost as many to India and Burma, and others to Malaysia, and large numbers to Japan, South America, Africa and other areas, they have been "a fountain of good in the world." "Scores of tongues have been mastered that the Gospel might be preached, schools have been founded, and medical treatment given." Ohio Wesleyan has been ranked with Oberlin and Mount Holyoke as a foremost missionary school, a "West Point of Missions." Dr. John R. Mott at one time named Oxford University, England, as our only rival.

Early campus interest in this subject harks back to the formation of the Allen Missionary Lyceum in the forties; in the sixties, seventies, and eighties, prominent students left the campus to become great missionary leaders; later came the growth of an aggressive Student Volunteer Band. The largest numbers offered themselves for the foreign field in the Bashford and Welch periods, the decade from 1910 to 1920 seeing approximately one hundred and twenty go forth; the post-war era saw a decline, easily understood, Dr. Diffendorfer says, in view of changed conditions.

The blocks or patterns out of which a mosaic of Ohio Wesleyan's world interest and service could be constructed are the missionary families and the schools, colleges, and hospitals they founded or manned and the Y.M.C.A.'s or publishing houses they served. The name of Nathan Sites (1859), who in 1861 inaugurated a great work in China, heads the list—to be followed by families indissolubly linked in our minds with service in that land, foremost among them being perhaps the Lowrys, Davises, Plumbs, Brewsters, Hollisters, Lacys and Worleys. In India, Thomas J. Scott (1860), the great pioneer, was succeeded in time by scores of others, many of them bearing the family names of

Mansell, Badley, Rockey, Bare, or Buck. For Japan, T. T. Brumbaugh (1920), Takuo Matsumoto (1914), and Seishu Kawashiri (1915), among many others, and for Korea, Dr. Horace N. Allen (1881), physician and important diplomat, Lulu Frey (1892), William E. Shaw (1916), Hyungki Lew (1923), and Helen Kim (1924) must be mentioned.

Such a catalogue of names becomes dynamic with interest only if we envisage the lives of adventure and service led by the persons listed, and by the scores of others left unmentioned. If we cross to South America, for Argentina, John F. Thomson (1866), William P. McLaughlin (1871), and Charles W. Drees (1871) hold very high places, but Ira H. LaFetra (1872) and a group in Chile, Jennie Reid (1913) and a group in Uruguay, and others in Bolivia and Peru are necessary to complete the list (and still others for Mexico and Central America). As representative of Rhodesia we point to Dr. Morris W. Ehnes (1898), and for Bulgaria to Mellony Turner (1923) and Florence Reeves (1923), but in Egypt also, in North Africa, Liberia, and in Beirut, Syria, there have been centers of Ohio Wesleyan influence.

The work of Bishops Bashford and Welch in China, Japan and Korea has been mentioned elsewhere; foreign conferences have been conducted by Bishop W. F. McDowell (1879), Bishop William F. Anderson (1884), Bishop F. J. McConnell (1894), and others. "Native" bishops, closely identified with the life of the people served, have been, for China, Ralph A. Ward (1903), and Carleton Lacy (1911), and for India, Brenton T. Badley (1897) and Clement D. Rockey (1909). In the Woman's Foreign Missionary Society Clotilda Lyon McDowell (1880) did service as national president, Eva H. Thomas McConnell (1894) as first vice president and Lucile Leonard LeSourd (1915) as national student secretary. On the former Board of Foreign Missions, besides Dr. Diffendorfer and Dr. Ehnes, Frank T. Cartwright (1911) also served, and since the reorganization of the boards, these names are also conspicuous.

Home missions first attracted our alumni in the form of work among Indians or Mexicans in the West, and among Negroes in the Reconstruction Period in the South. Signal early names here are William D. Godman (1846) and Wilbur P. Thirkield (1876),

later bishop, but there are many others, Rust and New Orleans Universities and Gilbert and Gammon Theological Seminaries having especially felt our stamp. The Woman's Home Missionary Society was closely associated with Delaware and Ohio Wesleyan. Mention can only be made of Mrs. W. H. C. Goode, an honorary graduate, president for years, Mrs. Jennie Hill Freeman (1884), efficient national treasurer for twenty years and able dispenser of millions of dollars of consecrated money, and Carrie Barge (1895), once student and field secretary.

The layman's gospel of international good will has been promoted by Ohio Wesleyan men as ambassadors, ministers and consuls in many parts of the world, the most conspicuous perhaps being Myron T. Herrick (1874-1875), formerly Ambassador to France, and Dr. Horace Allen, already mentioned. In the consular service, among the younger men there have been Charles F. West (1918), one time Vice Consul at Naples, and more recently prominent in the Roosevelt administration, and William H. Hessler (1925), Vice Consul at Bombay, now an editor on the Cincinnati *Enquirer* and conspicuous radio analyst on international affairs for WLW. Marjorie Whiteman (1920, J.S.D., Yale), now in the Department of State, has served as technical legal adviser at various international conferences. (The names of several alumni in consular and diplomatic work in earlier years are omitted.)

Such international newspaper correspondents and writers as Ed L. Keen (1891), Wythe Williams (ex 1902), and Lynn Heinzerling (ex 1929) should be mentioned, and the books of Robert Aura Smith (1920) on the Far East, the writings of Philip W. Ireland (1925) on Iraq and the Near East, and of Ewart E. Turner (1926) on Pastor Niemöller and on Nazi influence in South America are a part of our significant record. Eugene W. Shaw (1905), Professor Westgate says, was "a geologist of international reputation," and Percy L. Ports (1905) has given governments advice along geological lines. Robert Murray Haig (1908) has been an international financial adviser. All this evidence of world interest and achievement on the part of Ohio Wesleyan missionaries and laymen reminds us again of Professor

Williams' statement that the enrolling of the twenty-nine students in the basement of Elliott on that grey November day a century ago was the beginning though humble of a momentous movement whose influences have been felt around the globe.

To Ohio Wesleyan

*The years with magic hands have touched thy name,
And lo, from dim obscurity to fame
A dream has sprung. Within thy classic halls
Is more than knowledge, ancient lore; there calls
As trumpets to the dawn the chant of Truth
Full-fledged and ready for swift flight. And youth
Responding to the call with armor bright
Must needs fare forth to struggle toward the Light.*

CARL S. WEIST (1911)

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SPECIAL acknowledgements and thanks for help received are due in the case of a book in which cooperative effort has played so large a part. Scores if not indeed hundreds have lent their aid. The author has sought to speak in terms of the experience of students, alumni, and faculty during a hundred years, and wherever possible, through their words. The help of the actual participants in the thousand and one episodes with which a college history must deal has been sought.

Of those upon whom the author has drawn heavily for aid, Miss Mary M. Ramsey (1916) should be mentioned first. Her editorial criticism, true journalistic sense, and acquaintance with nooks and corners of Ohio Wesleyan's past have strengthened and given tone all through the book, at the same time lightening the heaviness of many pages. Next, the author is deeply grateful for the interest shown by ex-Presidents Herbert Welch, John W. Hoffman, and Edmund D. Soper. Tribute must also be paid to three persons not now living, Professor Edward T. Nelson and Professor William G. Williams, for their work on the fifty-year history, and Professor Richard Parsons for his lively reminiscences. The fruitful excursions of Professor McElroy into our past have been helpful time and again.

Professor Westgate's chapter on science, Professor Duvall's valuable memoir on the Bashford administration, Mrs. Cyrus B. Austin's rich memories of Monnett life and her frequent reminder to the author, "No, it didn't happen that way"—for these due thanks are rendered. Josephine Hughes Kun (1937) with her vigorous drawings has made a rare contribution to Ohio Wesleyan tradition and campus lore; and Eugene J. McFarland's picture maps are vital and distinctive. Professor Rice's prompt checking of various chapters and apt suggestions helped greatly along cer-

tain difficult trails; Professor Walker afforded unique assistance at certain points; Professor Miller gave aid on the story of the library; Professor Marie Drennan's contributions are seen on more than one page; Miss Clara Williams (1876) and Miss Isabel Thomas lent their help, also.

Mrs. Bessie Beal's knowledge of our alumni and missionaries, Maurine Irwin's research on the history of the library, and Mildred Cherington McElroy's assistance on a wide variety of campus incidentals were very helpful, as was also the aid given on departmental histories by many faculty members, by members of the administrative staff on matters relating to their work, and by Gerald Young, Professor O'Neal, and Dean Sheridan on illustrations and general format. In a crisis due to paper rationing, Young and Herman M. Shipp's came to the rescue.

Of outstanding value have been the more than locally important World War diary of William V. Frazier, Jr. (1921); the unique autobiography of William D. Godman (1846), our first graduate, lent by his daughter, Miss Inez Godman; and the autobiography of Amos E. Dolbear (1866), with material regarding the invention of the telephone, lent by his son, Benjamin Dolbear. W. F. D. Copeland (1889) has supplied extensive material on the Payne administration and on college journalism. Mrs. Cornelia Powell Spencer of Columbus contributed data regarding her two grandfathers, Thomas W. Powell, owner of the Mansion House, and Edward Thomson, our first president. The authors of several fraternity chapter histories, mentioned by name in the text, helped to give backbone to the chapter on that subject, as did also the work of Raymond O. Detrick to the treatment of athletics.

Dozens of alumni or descendants of alumni by written memoir or by interview have given assistance. The memoirs, which are a valuable collection of Ohio Wesleyana, will, it is hoped, be copied and preserved in the library. The author freely "plagiarized" from this material and at times even made slight changes in the wording of quotations. The writers of many of the memoirs, being quoted by name in the text, are not listed here, but the author registers grateful thanks for the variety, balance, and color which this material has imparted to the book.

Among those not quoted by name in the text but from whom

help was also obtained are: Mary Palmer Keen (1868), recently deceased, early Monnett items; Anna Williams Pattison (1880), material regarding her father, William G. Williams; Chase Stewart (1880); Minerva Wyatt Jackson (1881); D. D. Woodmansee (1881); E. H. Cherington (1881); John Edwin Brown (1884); Alpheus B. Austin (1885); Frank P. Blackford (1886), recently deceased; Sallie Reed Semans (1887); Harry Merrick Semans (1890); Ella Waters Hull (1891); Edward D. Jones (1892); Milton W. Brown (1894); Oscar O. Koeppel (1897); Lester C. Riddle (ex 1900); Karl T. Waugh (1900); Luther J. Bennett (1901); Burleigh E. Cartmell (1903); Harvey O. Yoder (1903); Charles G. Laughlin (ex 1907); Helen Murdock Lacy (1907); Fred E. Huntsberger (1908), recently deceased; Allen C. Conger (1908); Sarah C. Stevenson (1910); Emery E. Neff (1913); Herman M. Shipps (1913); Raymond M. Cheseldine (1914); Oscar Adam (1919); Elouise Edgar Westbrooke and others. For recent years dependence was placed on talks with or letters from large numbers of alumni and students, both men and women, and several Delaware townsmen gave local pointers. My wife, Faith Marvin Hubbart, has been ever present with aid and encouragement.

A large number of history students, members of seminars in recent years, deserve thanks for help in gathering material. Only those who were given special assignments can be mentioned by name. They were George Sturgiss (1938); Claude Fisher (1938); Franklin Gagen (1938); Russell Fete (M.A., 1940); Emily Turner (1940), work on literary societies; Charles E. Brown (1941), pioneer work on the Civil War; Marjorie Magee (1942); Richard T. Patten (ex 1942); Pauline Parish (1942); and Elizabeth Taylor (M.A., 1942), bibliography and chronology. Thanks also to my N.Y.A. student typists! And to Natalie Bodurtha for pictures.

BIBLIOGRAPHY

The formal listing of a bibliography has been considered inadvisable. In addition to items already mentioned the amount of source material is vast and overwhelming; the author will not forget endless days and weeks spent on ninety-eight years of college catalogues, trustees', and faculty minutes; on the seventy-five

years' file of the *Collegian-Transcript*; on *Le Bijou* through fifty or sixty years; and on the *Quarterly-Magazine* through more than twenty. The *Alumni Directory* has been indispensable. All this leaves unmentioned presidents' reports, the *Delaware Gazette*, the *Western Christian Advocate*, such biographies as those of Thomson and Bashford, Isaac Crook's *The Great Five*, and a large number of other sources extensively used. The author registers thanks to Harper and Brothers for permission to use lines from Julia B. Foraker's *I Would Live It Again*, and to Houghton Mifflin Company for the right to quote from Abraham Rihbany's *A Far Journey*.

APPENDIX A

A CENTURY CALENDAR OF CAMPUS INCIDENT

Action of the committee in accepting the White Sulphur Springs property approved.

—Minutes of Ohio Conference, 1842, p. 34.

In the fall of 1843, at fourteen years of age, I was sent to Delaware, Ohio, to the then Preparatory School of Ohio Wesleyan University.

—William D. Godman (1846), Memoir.

In August, 1844, the Webbs came from Chillicothe; Lucy was just thirteen years. For a time after coming Lucy recited in some of the classes. The two Misses Power, daughters of Reverend John H. Power, Maria Poe, and Millie Stark were admitted and this quintet of fair maidens were the first of their sex who could say, "We used to go to school in the Old Mansion House after it became a college."

—*Transcript*, April 17, 1897.

In 1844, 80 per cent of the enrollment was Preparatory students, and 20 per cent college; in 1894, 50 per cent Preparatory, 50 per cent college.

—Nelson, *Fifty Years*, p. 73.

In April, 1846, one or more students enrolled in a company raised by the Honorable Thomas L. Hamer, afterward General Hamer. This company went to the Mexican War.

—A memoir in the *Transcript*, April 18, 1897.

The President in his report to the board was requested to state the amount of arrears due on the salaries of the members of the faculty and to request them to take some measures to supply the deficiency.

—Faculty Minutes, July 30, 1847.

The senior class of Ohio Wesleyan University, eight in all, visited Worthington Female Seminary closing exercises, remained all day, serenaded the girls at night and returned in their wagon, reaching Delaware at 4:30 A.M.

—*Western Christian Advocate*, April 7, 1848.

J. B. was reported to have drunk intoxicating liquor. Said he had not since he returned to the university; but did on his way home at Worthington. Took it as a medicine.

—Faculty Minutes, May 9, 1850.

We are in the midst of a gracious revival. Thirty or more students are forward for prayers every night.

—Letter of F. Merrick to *Western Christian Advocate*, December 17, 1851.

Mr. B. called in for repeated absence. Says, "for last two weeks did not feel inclined to attend, and for the previous time felt listless and indisposed to study."

—Faculty Minutes, January 10, 1852.

Louis Kossuth reached Delaware on the first passenger train that came over the curve (1852).

—History of Delaware County, p. 254.

Censorship, 1854: Request from committee of Zetaganthean and Chrestomathean societies for permission to have a monthly periodical. Laid on table. Agreed to recommend to the trustees that a periodical be published under the editorial supervision of the faculty.

—Faculty Minutes, April 21, 1853.

That Professor Merrick be authorized to sell the cottages connected with the Mansion House.

—Executive Minutes, November 20, 1854.

The student must be twelve years of age for admission to the Scientific or Preparatory classes, and fourteen for admission to the College classes.

—Catalogue, 1857.

The system of cheap scholarships worked a revolution. Our growth for years has been unparalleled.

—Professor Williams in *Western Christian Advocate*, January, 1859.

Number of volumes in Sturges Library, 7,313; in literary society libraries, 3,500.

—Catalogue, 1861.

War Prices for Campus Grass. Campus grass allowed to grow up as hay and sold: 1861, for \$5.00 and cutting; 1862, \$13.00; 1863, \$15.00.

—Executive Minutes, 1861, 1862, 1863.

Freshman Days 1861: Lectures by the president during the first term to the freshman class on college life and studies.

—Catalogue, 1861.

Attendance during Civil War: 1859—543; 1860—459; 1861—423; 1862—307; 1863—279; 1864—360; 1865—410; 1866—551.

—Catalogues.

Captain J. S. Jones (ex. 1857, M.A. 1873) remained on the field of Fredericksburg all day and was covered from head to foot with mud and blood.

—*Delaware Gazette*, January 9, 1863.

The Reverend Mr. Given, pastor of St. Paul's church, had taught in the South; his sympathies were southern. He spoke out too strongly and was threatened with a mob. President Merrick, a Massachusetts abolitionist, suppressed the mob.

—Isaac Crook, *The Great Five*, p. 50.

The Scientific Fraternity is to use the central building basement.

—Faculty Minutes, February 7, 1865.

A committee appointed to consider a revision of our course of study whereby the classics shall be made largely elective.

—Faculty Minutes, March 12, 1866.

A student strike, 1866: The senior class having had an informal holiday Friday, and the junior class yesterday, they were again almost all absent by agreement among themselves today from their several recitations. On motion agreed that they be publicly reproved.

—Faculty Minutes, November 6, 1866.

The Lecture Association of O.W.U. will be visited by William L. Garrison, Wendell Phillips, Anna Dickinson, Theodore Tilton and Fred Douglass. The latter will lecture on the 20th *prox*.

—*Western Collegian*, October 15, 1867.

One hundred new dwellings and business houses have recently been erected. Town lots are "brisk" in Delaware.

—*Western Collegian*, December 15, 1867.

In 1868 J. B. Schwin and Leroy Welch published a paper called the *Key and Dagger*.

—J. B. Schwin (1869), *Memoir*.

Crashing the Light, 1868: Several young gentlemen of the University who were recently out riding, each accompanied by a lady, after running a turnpike gate, loaned the county small sums at the suggestion of the justice of the peace.

—*Western Collegian*, June 1, 1868.

Of the senior class in 1868, forty-four in all, twenty-five served in the Union Army in the last struggle.

—*Western Collegian*, June 15, 1868.

Many students are taking lessons at the Velocipede University at Miller's Hall.

—*Western Collegian*, II, 14, 5 (1868).

Social Statistics, class of 1869: Total in class, 25. Republicans, 20; Democrats, 5. Intended careers: law, 10; ministry, 7; teaching, 4; journalism, 2; undecided, 2. Methodist, 18; Presbyterian, 1; Baptist, 1; no church, 5. Smokers, 6; chewers, 4; average age, 24 2/5 years.

—*Western Collegian*, June 24, 1869.

Social Statistics, class of 1870: Total in class, 39. Republicans, 36; Democrats, 3. Professions: ministry, 15; law, 12; teaching, 3; others scattered. Smokers, 5; chewers, 2. Betas, 7; Sigma Chi, 3; Phi Kappa Psi, 7; Delta Tau Delta, 7; Kappa Phi Lambda, 1; Digamma, 1; Phi Gamma Delta, 3.

—*Western Collegian*, June 29, 1870.

Professor Williams has a Greek New Testament class in the William Street Sunday School.

—*Western Collegian*, February 22, 1871.

Collegiate Slang, 1871: "Heigh-O, pard, got your Latin?" "You bet, I've been crammin' scandalous." "If prof crowds you too hard, climb his frame. Brass is what you want—a stiff upper lip and you'll come out, by Jove."

—*Western Collegian*, March 8, 1871.

Advertisements in the college paper: "Engards Livery"; "Stylish Rig"; "Best Hearse"; "Choice Cigars and Tobacco"; "Choice Liquors"!

—*Western Collegian*, 1871, 1872, *passim*.

Evolution, 1872: Professor Nelson in a chapel lecture showed the harmony existing between the first verse of the Bible and the present theories of science concerning creation.

—*Western Collegian*, March 6, 1872.

Subjects for Commencement orations in the O.W.F.C., 1872: "Rest"; "Room Up Higher"; "Hidden Depths"; "I Am Tired of Rowing, Let Me Drift."

—Commencement Program, 1872.

Not "Mixed" Until 1877: The *Miami Student* clips from the *Harvard Advocate* the following, "In the program of graduation of the Ohio Wesleyan University 'the Annual Love Feast' plays a prominent part. A mixed college too! How awfully nice!"

—*Western Collegian*, October 19, 1872.

Bret Harte has come and gone. The people are disappointed. They expected a rougher appearing man.

—*Western Collegian*, November 8, 1872.

There is an absence of rough hazing. Even the "preps" (Academy students) are respected. We hope that the gross barbarities of other schools will never be allowed to gain a foothold here.

—*Western Collegian*, October 10, 1873.

Professor Semans was elected mayor of Delaware by the Temperance Party.

—*Western Collegian*, May 2, 1874.

F. W. Gunsaulus was elected president of the lecture association after an election in which "various cliques" played a part.

—*Western Collegian*, May 16, 1874.

Nasty Old Spring: A freshman wanting to buy an Anthon's edition of Virgil was sent, as a prank, to Anthony's brewery near the campus. The brewer said, "Git out of here; git out; go and drink at your nasty old spring; you d——d students voted to drink water, now drink water. You shan't have any of my beer."

—*Transcript*, February 13, 1875.

Time was when the mere appearance of a professor had the power to send a cigar out of sight.

—*Transcript*, October 1, 1875.

It was a saying in Delaware that although marriages were made in heaven, the Lord had an active matrimonial office in Delaware.

—E. W. Mitchell (1876), Memoir.

Phi Psi landlord (1876): "If those Prise Eye boys don't pay their rent, I'll git after them."

—E. W. Mitchell (1876), Memoir.

Quite a number of the upperclassmen went to Columbus today to hear Lawrence Barrett who plays *The Merchant of Venice* at the Opera House tonight.

—*Transcript*, September 28, 1878.

A Philological Coterie has been formed by some members of the faculty, Davies, Grove, Lacroix, Parsons and others.

—*Transcript*, November 9, 1878.

Agreed to allow H.J.A. his incidental fee for pumping the organ.

—Faculty Minutes, February 3, 1879.

"Everyone claimed to have cut off the mane of President Payne's horse."

—R. Parsons in *Alumni Quarterly*, Vol. V, No. 3, p. 4.

The Sems will not be allowed to walk over one block with a gentleman in going to and from recitations. Sems should remember that the longest block is from the Court House to Lincoln Avenue.

—*Transcript*, December 13, 1879.

A. Bronson Alcott, the Concord sage, while in Delaware in 1879, was initiated into Beta Theta Pi. Later he asked Gunsaulus what kind of organization he had joined when he was in Delaware. He did not even remember the letters in the name.

—Thornburg: *History of Theta Chapter of Beta Theta Pi*, p. 82.

Several boat crews are in training on the Olentangy.

—*Transcript*, April 17, 1880.

The Commencement circus will begin next Tuesday and continue for ten consecutive nights.

—*Transcript*, June 12, 1880.

New girls and briny tears abound.

—*Transcript*, October 1, 1881.

Bodurtha cures freckles.

—*Transcript*, May 27, 1882.

"Too Utterly, Too, Too" made its appearance last week. It has been pronounced a good bogus.

—*Transcript*, May 27, 1882.

It must be a matter of congratulation to Professors Semans and Nelson that the Ohio Wesleyan students of medicine take such excellent rank in their colleges.

—*Transcript*, June 10, 1882.

There are ladies and gentlemen who resort to the library not to read but to have a good time. The confusion raised by their muffled voices and laughter would vex a saint.

—*Transcript*, June 10, 1882.

Distribution of Students by States, 1883: Ohio, 700; Illinois, 16; West Virginia, 15; Missouri, 11; Indiana, 9; Michigan, 5; Pennsylvania, 4; New York, 1. (Others scattered.)

—*Catalogue*, 1883.

"Won't you please join us? Our badge is much prettier than those horrid Athenaeums'."

—*Transcript*, October 10, 1885.

A suggestion is made that the half dozen Methodist colleges of Ohio unite.

—*Transcript*, January 16, 1886.

The editors of "Rough on Rats" are still at large.

—*Transcript*, March 13, 1886.

Serenaders are the order at the Sem. The boys are unable to withstand the influence of these moonlight nights.

—*Transcript*, April 24, 1886.

Eligibility Rules, 1886: The full score of the game is given below. The players in the University nine marked by a star are not students.

—*Transcript*, May 22, 1886.

Even Then: Prof. Semans thinks the *Transcript* is not truthful in its reports.

—*Transcript*, February 12, 1887.

Three o'clock permission! The Banquet after the oratorical contest began at 11 P.M. (at the Hotel Donavin). At three o'clock the boys bade their fair ones adieu at the hall steps.

—*Transcript*, February 26, 1887.

Last spring some one undoubtedly saw a huge joke in stabling a cow in the President's office, but the students and the public failed to see it.

—*Transcript*, March 8, 1888.

New tete-a-tetes, just large enough for two, have been distributed through the halls and corridors of Monnett.

—*The Practical Student*, September 28, 1888.

Acting President McCabe is to talk to the men about walking with the ladies, also to those boarding in clubs about table manners.

—Faculty Minutes, October 24, 1888.

My freshman work was with Johnnie, Dickie, Eddie, Aunt Clara, and Perky.

—Letter of W. F. Copeland (1889).

Faculty Spelling: The action concerning the visiting of Dayton by the *Transcript* core was reconsidered. (Also *DePaw, Dennison University*.)

—Faculty Minutes, May 22, 1889, *et passim*.

Umbrella Parade of the Prohibitionists after St. John's appearance in our city—one hundred and twenty-five students in line. Monday evening the Republican students, with a brilliant display of fireworks, escorted Major McKinley from the Hotel Donavin to the Opera House.

—*Transcript*, October 31, 1889.

Owee-wi-wow

Allakazee-zi-zow

Razee-zi-zu

Viva-Viva-O.W.U. is accepted as a yell in an after-chapel meeting. Colors, cardinal and black; formerly pearl and gold.

—*Transcript*, February 19, 1890.

Concert by the Six Sweet Singing Smith Sisters.

—*Transcript*, May 15, 1890.

At commencement time in 1890 a few couples would venture to disappear for a buggy ride, an event which had much the significance of the modern putting out the pin.

—Calista McCabe Courtenay (1890) in *Ohio Wesleyan Magazine*, December, 1933.

Get a bath! Where? At the Odevene Bath House.

—*The Practical Student*, September 17, 1891.

Students of Denison call it "bucking"; a Wooster man would say "I skipped"; we say "let's cut."

—*The Practical Student*, December 5, 1891.

Poverty does not bring social ostracism. Upon the contrary the student who is working his way through college, or boarding himself, preserves the hearty respect of his fellow students.

—*Catalogue*, 1892.

A straw vote of students, 1893: Republicans, 151; Prohibitionists, 94; Democrats, 30; People's Party, 2; 133 esteemed the tariff the important issue; 96 the liquor traffic; 21 finance; 4 Romanism; 3 capital and labor.

—*The Practical Student*, November 18, 1893.

The entertainment by James Whitcomb Riley at the Opera House was the best thing this season.

—*The Practical Student*, January 13, 1894.

The receptions are no longer receptions, but long calls on one particular girl.

—*The Practical Student*, April 14, 1894.

Sixteen students, members of Company K, did duty as soldiers in a miner's strike in eastern Ohio.

—*Transcript*, June 20, 1894.

Freshman Daze, 1895: "I've got your grip, our club is the best." "Will you eat at my club today?" "Now get your place in line, it's tedious, I know." "A scholarship's five; incidentals ten." "Hand him your slip, let him tear off the stub; here, make out your program on this." "Have you rented a room?" And so for a week, with his head in a whirl, poor Jim answered questions like this.

—*Le Bijou*, 1895.

Some time was spent by members of the faculty in earnest prayer and conference concerning the religious welfare of our students.

—*Faculty Minutes*, January 15, 1895.

Go to Hoffman's, 10 W. Winter Street, for sodawater, ice cream, confectious.

—*Transcript*, June 17, 1896.

Doc Welch to a follower of a rival team: "Now tell me honestly, how many of those fellows belong to the college?"

—*Transcript*, October 31, 1896.

Monnett Financial Soundness, 1896:

*Monnett, Monnett, Monnett,
McKinley and Hobart, You Bet,
Gold! Gold! Gold!*

—*Transcript*, October 31, 1896.

At Monnett we are having Theism for breakfast, dinner and supper. Dr. Duvall should be highly flattered.

—*Transcript*, February 20, 1897.

It was left to 1897 to don cap and gown and thus add a dignity we trust will not be set aside.

—*Transcript*, February 20, 1897.

Drs. Bashford and Oldham enjoyed a delightful long buggy ride Friday afternoon.

—*Transcript*, October 23, 1897.

The "fifteen honor speakers" at commencement give way to one outside speaker.

—*Transcript*, June 21, 1898.

Hole in the wall—a sentimental retreat where a girl got an engagement ring, a fraternity badge, or a severe cold from the rough stone steps (about 1900).

—*Professor Parsons in Magazine*, October, 1924.

January 24—revival fires kindled; horses go up in flames.

February 2—revival over; the book-stores receive a new consignment of eastern horses.

—*Le Bijou*, 1901.

October 29, 1901—A night shirt parade.

—*Le Bijou*, 1901.

The great legal contest over the students' right to vote in Delaware is occupying attention. The students who have been subpoenaed have been excused from recitation.

—*Transcript*, January 25, 1902.

The Sulphur Spring runs once in a while.

—*Transcript*, October 1, 1903.

A Real University, 1904? The University embraces the College of Liberal Arts, the Academy, the School of Music, the School of Oratory, the School of Business, the School of Fine Arts, the Cleveland College of Physicians and Surgeons.

—*Catalogue*, 1904.

Strange Student Delaware Addresses: Sunnyside; Campus; 27 Cat Alley.

—*Catalogue*, 1905.

Y.M.C.A. 1906: 270 men in Bible study; 200 men in Mission Study classes; 7 new volunteers for the foreign field, making a total of 27.

—*Transcript*, January 24, 1906.

Is it a sin to study lessons on the Sabbath?

—*Transcript*, October 16, 1907.

The College Nickelodeon: THE GRAND—7 North Sandusky. HIGH CLASS MOVING PICTURES AND ILLUSTRATED SONG. ADMISSION, FIVE CENTS.

—*Transcript*, October 30, 1907.

Phi Beta Kappa installed.

—*Transcript*, November 23, 1907.

At the Death of Whitlock: Williams, a teacher for 57 years; McCabe, 53 years; Merrick, 51 years; Whitlock, 49 years; Semans, 47, and Perkins, 46. Can it be equalled?

—*Transcript*, September 23, 1908.

Carrie Nation in Delaware. The great bar smasher had an interview with a *Transcript* reporter. "In private conversation she seems to be very fair-minded."

—*Transcript*, October 14, 1908.

The Bauble, thoroughly renovated, is scheduled to reappear just before Christmas.

—*Transcript*, November 17, 1910.

Compared with the numerous sulphur spring duckings of last year, the week preceding the class rush this year was rather quiet.

—*Transcript*, October 5, 1911.

There were many Ohio Wesleyan folk at Mantell's performance at Columbus Saturday. Think how foolhardy would have been the publication of this fact a score of years ago.

—*Transcript*, December 12, 1911.

Tako Soko (A. W. Morrison, 1915) and the Campus Politician: Somebody make heavy push with Hon. hand on my back. "Hello there Oldscout," are his bitter outcry. Gent take me to Hon. Greek Vatsures and make treating with Hon. cold cream. I say, "This are game of Hon. politics."

—*Transcript*, April 18, 1912.

The Olentangy River is 32 feet above flood stage and water is over 12 feet deep in Sandusky Street. At least 150 persons were removed from marooned

houses through the efforts of students. Several were saved from certain death. A "long vacation, short rations and no little excitement" is the *Transcript's* description of the great flood of 1913.

—*Transcript*, April 17, 1913.

Delaware is to have a new hotel called "The Allen." Bob and Jack Watson to open big hostelry about January 1. The old Hotel Donavin will close its doors, October 15.

—*Transcript*, September 24, 1914.

Heavens! Senior Girls Throw off More Ballast: The new senior privileges include,

1. Use of telephone during quiet hours.
2. Evening dates from the library with a time limit of thirty minutes.
3. Automobiling with parents or immediate friends on Sunday.

—*Transcript*, December 3, 1914.

Still Dreaming in 1942: The dream of a woman's building may become a reality; science building comes next; then men's building.

—*Transcript*, November 19, 1914.

The Great Strike, 1916:

Out of 165 men called into Dean Hormell's office concerning class cuts, following the student celebration, 43 have been put on probation. . . . It is thought it will take this week and most of the next to go through the list.

—*Transcript*, February 10, 1916.

Democratic for Once: Woodrow Wilson wins in student and faculty straw vote: Wilson 521, Hughes 495, Hanly 46, Benson 7.

—*Transcript*, October 26, 1916.

Professor and Mrs. Austin entertained the Honorable William Jennings Bryan and President and Mrs. Hoffman at Monnett last Friday night.

—*Transcript*, April 19, 1917.

The *Electra* of Sophocles is interpreted in a successful manner in the plaza before Sanborn Hall. Gladys Harbage and Nelle Crates play the parts of mother and daughter.

—*Transcript*, June 7, 1917.

With the men who belong to the Hospital Corps excused from examinations, also factory and farm workers and those who have gone to Ft. Benjamin Harrison, the number of the stronger sex taking quizzes in some classes might easily be counted on one hand.

—*Transcript*, June 7, 1917.

A part of a football song that didn't "take":

At the line, smash it fine

With driving bore;

Take it down, take it down

For a touchdown score;

Tear up the enemy and hear him crunch

And you'll rip him up for victory.

—*Transcript*, October 24, 1917.

First Ohio Wesleyan man falls on battlefield. David Garden shot in No Man's Land.

—*Transcript*, December 5, 1917.

Are college aims and ideals changing? We see every year ever multiplying courses dealing with the cold hard facts of a heartless world and we notice each year there is one course less in Latin and Greek and fewer students taking English literature. [Statement about English perhaps inaccurate.]

—*Transcript*, November 4, 1920.

Eight Million!—Ohio Wesleyan plans a gigantic program for future development. Eight million dollars will be raised.

—*Transcript*, September 19, 1922.

The sulphur spring has gone dry.

—*Transcript*, September 19, 1922.

Prep shows: Viewed by the crowd of co-eds and a few adventurous males, the Athenaeum and Clonian prep shows were presented Monday and Tuesday of this week.

—*Transcript*, March 14, 1923.

The LaFollette bolters (in the student mock Republican Convention) withdrew to the chapel annex where LaFollette was declared the candidate of the "Liberal Party of America."

—*Transcript*, May 16, 1924.

M. E. Church lifts ban on amusements.

—*Transcript*, May 29, 1924.

Tod Kruck instantly killed in a wreck on the interurban road to Columbus. Knew more athletes than any other man. On the side lines for thirty-five years, water bucket in hand, ready to rush to the boys on the field.

—*Magazine*, June, 1925.

Professor Edward L. Rice to aid in Scopes' defense. Ohio Wesleyan will be well represented in the continuation of the fight to carry the evolution case to the Supreme Court. [For days, Professor Rice was packed and ready to go, but due to developments in the case, was not actually called.]

—*Transcript*, September 22, 1925.

I will carefully cast and read your horoscope, showing your true character and disposition.—C.W.L.

—*Transcript*, October 7, 1925.

Jim Flavin and Miss Ida Grumley were married at 6:30 A.M. Saturday at St. Mary's Church by Father Wagner.

—*Transcript*, December 9, 1925.

Hurst Anderson, John Pyke, Arthur Flemming and Coach J. T. Marshman are to be congratulated on successfully completing the longest debate trip in O.W.U. history.

—*Transcript*, February 10, 1926.

Dr. Lee Ferguson (1913) of the Western Reserve Medical Department, who is visiting on the campus, says, "The primary defect of student life from the standpoint of health, is the dissipation of energy."

—*Transcript*, June 20, 1926.

During the return voyage from Europe the Ohio Wesleyan Glee Club appeared in concert before the Prince of Wales and Prime Minister Baldwin.

—*Transcript*, September 27, 1927.

Vagabonding—going into a class to which one does not belong and listening to what goes on—is a good thing. It should be extended.

—*Transcript*, February 17, 1928.

The Charm School of the Y.W.C.A. will meet this afternoon in Sanborn Hall.

—*Transcript*, March 29, 1929.

Bang goes another tradition as male contingent view Monnett pageant.

—*Transcript*, May 21, 1929.

Smyser to the students: I call on you to give up these distracting activities of the campus which consume so much time, wear out so much strength and destroy in so marked a way the quality of your scholarship.

—*Magazine*, October, 1931.

The Ohio Wesleyan Examiner and *Soft Soap* were rather poor specimens of wit and campus gossip.

—*Transcript*, May 10, 1932.

The faculty is taking their third salary cut within a year.

—*Transcript*, October 18, 1932.

Again: Something must be done about noisy students in the library.

—*Transcript*, November 1, 1932.

At the Merrick Lectures, Dr. John A. Mackay will discuss in turn Soren Kierkegaard, Feodor Dostoevsky, Friedrich Nietzsche, Miguel de Unamuno, and Karl Barth.

—*Transcript*, November 11, 1932.

The registrar's scholarship report shows that the university women lead the men students by a margin of 1.74 to 1.53.

—*Transcript*, September 28, 1934.

More than one half of the students are Methodists. They number 716; the Presbyterians total 184, the Congregationalists, 76, and the Episcopalians, 46. There are 22 Catholics and 3 are Jewish.

—*Transcript*, October 5, 1934.

A three-day-per-week chapel was approved by the student-faculty committee, Wednesday.

—*Transcript*, May 17, 1935.

Not one drop of water in the sulphur spring; not one freshman has been immersed.

—*Transcript*, October 6, 1936.

A crowd of faculty and students throngs Gray Chapel to attend the funeral of Bishop McDowell (1879), the grand old man of Ohio Wesleyan. Three bishops attend.

—*Transcript*, April 30, 1937.

Robert Guelich, retiring editor, says Ohio Wesleyan's scholastic standards are high, friendships are lasting, liberalism in educational methods sound, "personality" as exemplified in its students distinctive, and extra-curricular and social advantages as balanced as any in the country.

—*Transcript*, March 22, 1938.

Students vote for a war referendum amendment.

—*Transcript*, April 25, 1939.

Nearly 300 males assembled and invaded the women's dormitories Thursday night in the pajama parade.

—*Transcript*, May 9, 1939.

In chapel on Tuesday the presidential candidates will be represented by three students; Keith Russell will speak for Wendell Willkie, John Lesick for President Roosevelt, and Bernard Schepartz for Norman Thomas.

—*Transcript*, October 25, 1940.

An all-college communion held at Sanborn Hall closed the four-day religious emphasis period.

—*Transcript*, November 8, 1940.

An "Inactivity Honorary Society" and a "de-activization program" have been suggested by Nicholas Brown, president of the student body, and Sidney Rowland, editor of the *Transcript*.

—*Transcript*, April 18, 1941.

Cecily and Jocelyn Mann, English refugees from London, have enrolled as freshmen.

—*Transcript*, September 26, 1941.

There is a committee at work planning to reintroduce the honor system for examinations.

—*Transcript*, January 16, 1942.

William H. Shaw (son of William E. Shaw, 1916) is elected student body president.

—*Transcript*, March 27, 1942.

Although Ohio Wesleyan was founded in 1842 under the patronage of the Methodist church, it is not sectarian in its teachings. Freedom of thought and action, consistent with Christian doctrines, is encouraged. A total of 30 religious sects are represented on the campus this year.

—*Delaware Gazette*, May 29, 1942.

APPENDIX B

CORPORATION, ADMINISTRATION, FACULTY, 1941-1942
From the *Catalogue*, March, 1942

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*Appendix B**Ohio Conference*

<i>Date of First Election</i>		<i>Term Expires</i>
1927	ERNEST HURST CHERRINGTON, LL.D., Litt.D.....	1942
1935	REV. ALBERT G. SCHATZMAN, B.A., B.D., D.D.....	1942
1938	TROY WILSON APPLEBY, B.A., M.A.....	1943
1940	REV. D. FINLEY WOOD, B.A., B.D.....	1943
1929	MARK WEBSTER SELBY.....	1944
1934	DONALD DURANT BATTELLE, B.A.....	1944
1932	BISHOP HARRY LESTER SMITH, B.D., D.D., LL.D.....	1945
1938	REV. RICHARD E. SCULLY, B.A., S.T.B., Ph.D., D.D.....	1945
1936	REV. CHARLES MELVIN COULTER, B.A., S.T.B., D.D.....	1946
1936	CHARLES B. MILLS, B.A.....	1946

Northeast Ohio Conference

1936	HERMAN E. HAGEMAN, B.S.....	1942
1941	REV. ROLLIN H. WALKER, B.A., S.T.B., Ph.D.....	1942
1928	REV. FOSTER C. ANDERSON, S.T.B., Ph.D., D.D.....	1943
1938	REV. PAUL EDWARD SECREST, B.A., S.T.B., Ph.D.....	1943
1929	REV. WILLIAM W. DIETERICH, B.A., M.A., B.D., D.D.....	1944
1939	REV. EMMETT HAROLD MOHN, B.A., S.T.B., D.D., Ph.D.....	1944
1933	HARVEY OVERHOLD YODER, B.S., M.A., LL.B.....	1945
1922	EDWIN GEORGE BEAL, B.A., M.A., LL.D.....	1946
1936	ESTHER GROSS WINDECKER.....	1946

Association of Alumni

1936	ANDREW P. MARTIN, B.A., LL.B.....	1942
1937	LILLIAN FERGUSON, B.L.....	1942
1938	JOHN J. JOSEPH, B.A., LL.B.....	1943
1938	RICHARD CORWINE STEVENSON, B.A., J.D.....	1943
1924	GEORGE BARNES HARRIS, B.A., M.A., LL.B.....	1944
1929	WILLIAM FREDERICK BIGELOW, B.L., LL.D.....	1944
1934	ORVILLE SMITH, B.A., M.A.....	1945
1926	W. BRANCH RICKEY, B.L., B.A., J.D., LL.D.....	1946
1941	RALPH W. SOCKMAN, B.A., M.A., Ph.D., D.D., LL.D., L.H.D., Litt.D.	1946

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1915	BISHOP EDWIN HOLT HUGHES, D.D., LL.D.....	1943
1925	JAMES MARION BUTLER, B.A., LL.B.....	1943
1941	GARFIELD D. MERNER.....	1943
1940	MRS. HENRY PFEIFFER, L.H.D.....	1944
1933	JACOB KINDLEBERGER.....	1945
1940	JOHN WILLIAM HAUSSERMANN, LL.B.....	1945
1916	JOHN EDWIN BROWN, B.S., M.A., M.D.....	1946
1936	EDWARD DAVID JONES, B.S., M.A., LL.D., Ph.D.....	1946

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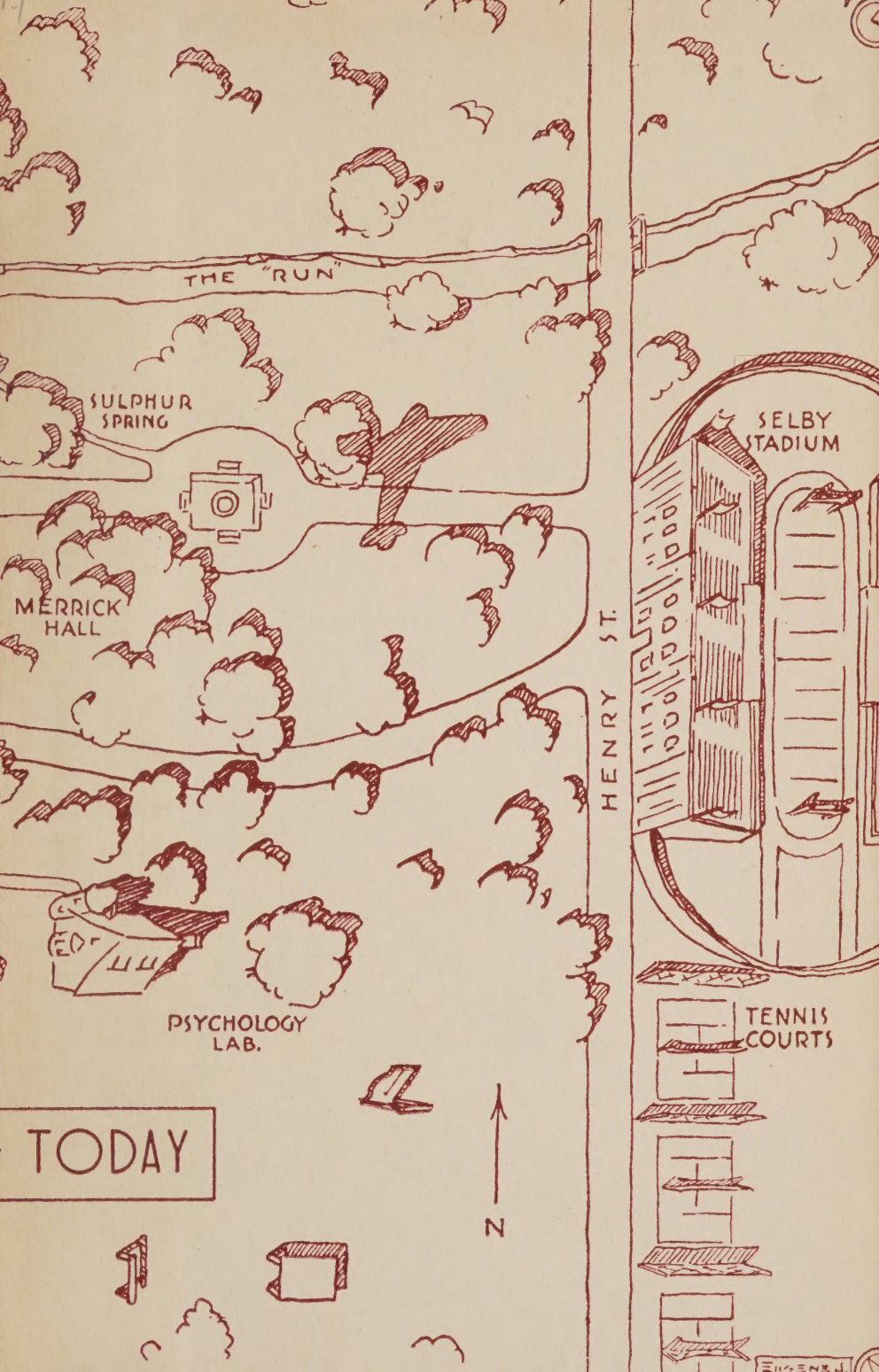
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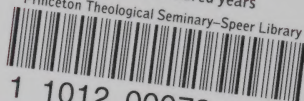
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